

THE ATHLETIC JOURNAL

VOLUME XI

NUMBER 9

May, 1931

Building a Baseball Team

H. O. Page

**Baseball from the High School
Coach's Standpoint**

Percy S. Moore

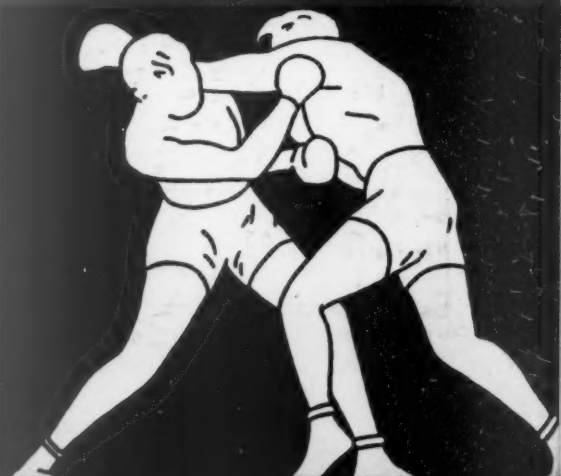
**A Combination Athletic Field
for Football, Baseball, Track**

C. C. Stroud

**Fifth Annual Meeting of the
National Association of
Basketball Coaches**

**A Philosophy of College
Athletics**

John L. Griffith



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wanted was another story until I got to Northwestern. There one meets up with some of the outstanding coaches in the country, who are more than glad to help a coach with his individual problems. I rate Northwestern as a No. 1 coaching school and needless to say I am planning to register at Tug Wilson's desk August 3."

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Athletics and Scholarship

IN a recent study by the Department of Psychology at the University of Minnesota on Athletics and Scholarship, those who conducted the investigation present as their conclusions, first, that "those who practice regularly are more definitely interested in making good in athletics and are therefore more definitely determined to make good in scholarship. This would indicate that athletic participation really fosters better scholastic performance than might otherwise be the case." Second, "in the fall quarter scholarship, those who devoted the most time to practice made an honor point ratio which is more than twice as high as that made by those devoting much less time to practice. Here is unmistakable evidence that time devoted to practice does not interfere with successful scholarship. Indeed, it is accompanied by greatly improved scholarship." Third, "there was a surprisingly negligible elimination among those who devoted a maximum amount of time to football practice. Not only did this group do well scholastically but they remained in the university almost to a man." Fourth, "there was no marked scholastic improvement in the winter quarter over the fall quarter for football men nor for non-athletes, thus demonstrating that fall practice itself does not interfere with scholastic work."

Athletics at the University of Minnesota are conducted efficiently and yet sanely. Consequently, many of the charges made against football on the grounds that long practices interfere with the scholastic work of the athletes are not justified with respect to that institution.

Some who have accepted that part of the Carnegie report which stated that the charge that athletes do poor scholastic work has not been proved still insist, however, that football interferes with the scholastic work of the other undergraduates. In view of this, President Lowell's findings relative to the number of honor graduates at Harvard is interesting. In his annual report he states, "When the number of men graduating from Harvard with honors has increased from eight to thirty-seven per cent in the last twelve years, no one can accuse the athletic department of interfering with the classroom because of its intercollegiate program."

Many persons who have been criticizing intercollegiate football have been guilty of generalizing from insufficient data. More studies such as those conducted by the University of Minnesota and Harvard might result in presenting data that would show that some of these generalizations have been unscientific.

The June Issue

JOURNAL readers are invited to send in items of interest for publication in the June issue. All subscribers are requested to notify us at once if they wish the June JOURNAL sent to an address other than the one now in our files.

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Volume XI

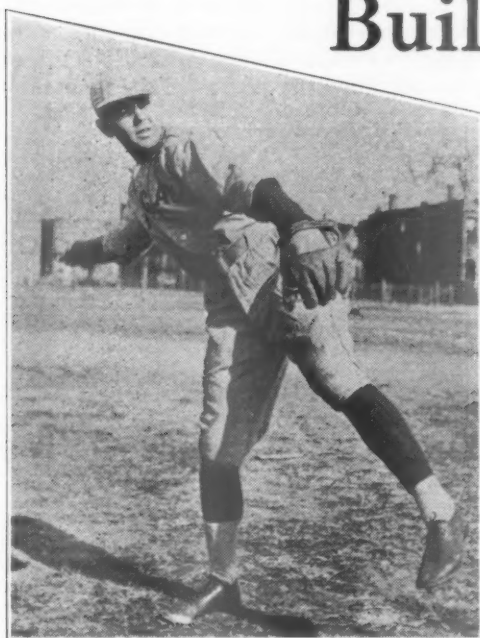
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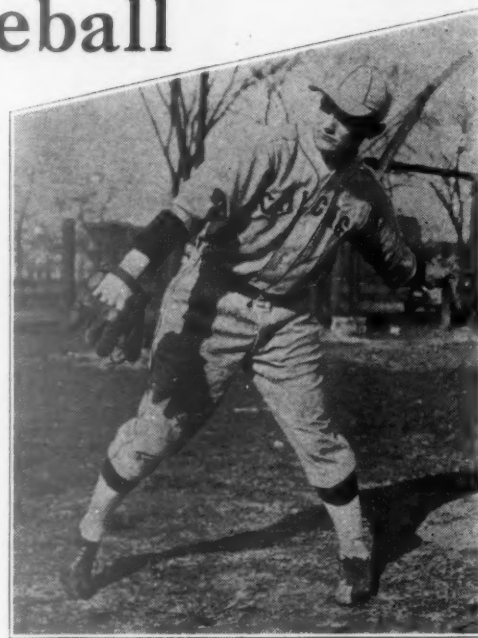
Building a Baseball Team

The Development of Pitching Strength in the Building of a Baseball Team

By H. O. "Pat" Page
Head Baseball Coach,
University of Chicago



Pitcher half way through, ready for the over-hand--(jack knife body action)--keeping the eye on the catcher's target.



Left-handed pitcher half way through on a side arm cross-fire delivery, driving the batter away from the plate

COLLEGE baseball for the past generation in the Middle West has undergone very little change. It is the same old national game and is about due for a little revival in the next couple of years. I believe it is now up to our athletic directors and promoters to keep the team games for the younger generation, as physical educators well know their values and are looking forward to the student bodies to revive their baseball interests.

Having been schooled in the major college sports for the last twenty-five years as player, manager and coach, I firmly believe in the values of various team games; the bigger the machine the greater the science of team play. Football is an eleven-man machine, a game of body contact; basketball, a quintet playing by instinct; baseball, nine cogs all working together. Asked which one I prefer, my answer is this: I like them all in season. Football calls for physique, basketball for cleverness, while in baseball skill is all-important.

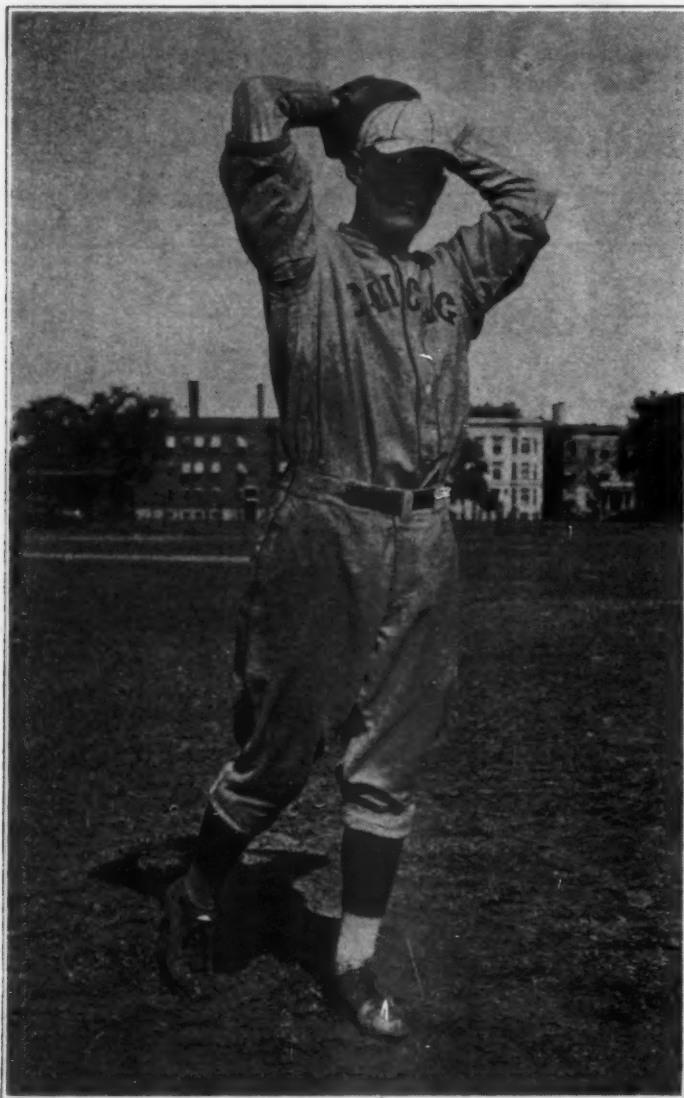
In building an ordinary baseball team, the average coach is confronted with many problems. First comes the most necessary ambition and love of the candidate for the game. Physical condition is the foundation, and, since the season is very short in the Middle Western states, one is hard pressed for time. A day lost on account of impossible baseball weather can never be regained. Field houses with indoor training facilities have been a life saver. An ideal situation in the Middle Western schools is to start indoor training at the beginning of the second semester around February 1st. General exercising, handball, running and calisthenics are advisable for a couple of weeks to get the body and legs in condition. Next follows the handling of the baseball, slowly developing the throwing arm and back and getting the eye on the ball with medium

speed grounders. The fourth week brings the battery into action with straight ball pitching, and with batters working on form in bunting and place hitting to develop their stance and style.

Early in March, a day out in the open is most welcome for the fly ball chasers, while, about the second week out, the battery men begin to bear down with everything in the groove. At this time confidence in hitting is all-important, with control demanded. By the middle of March, all candidates should be physically fit and mentally alert, ready for their trial. The wise college coach generally picks his nine all-around men and then places them where they are most needed, all for the good of the team. Probably college battery men rate first in importance. Since most schedules can be handled by a couple of first string pitchers, at least three others (minimum) are very valuable in daily practice, as variety of pitching is the spice for hitting practice, which should be at least fifty per cent of the work.

Next come the infield try-outs; ground balls to right or left, fast and slow, hard and soft, at first with handles on them to build up confidence. Who boots them the least? And who has the whip? Is the candidate wild or tame? Has he steadiness or is he rattle-brained?

Last but not least, comes the outfield. Who can go and get them long and far, hard and harder, losing the ball and then finding it again? Is the candidate a sunfielder and sure on ground balls? What is the outfielder going to do with the ball when he gets it; has he an arm to throw the man out at the plate or any base? Is he a clever lead-off man at the bat, or does he hit cleanup position in the pinch? After getting on base, can he run and slide with cleverness? Eventually the coach looks to the outfielders



Left-hander, starting his wind-up, "covering up" with gloved hand

as the backbone of the scoring machine.

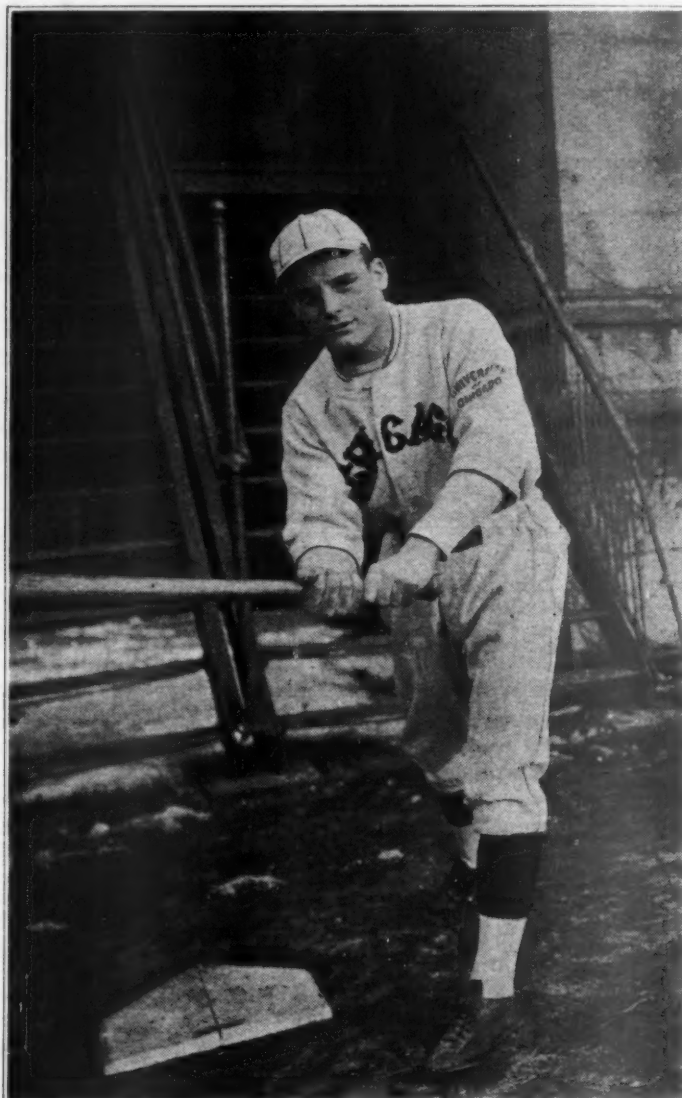
The line-up is chosen and now for teamwork. The opening game the latter part of March is just one week off. Simple signals are necessary. Instructions to the defense: don't throw that ball away; no extra pegs or loose balls flying around; hang on to that ball—no rubber gloves; back each other up on every play; work on that old control; aim everything and be alert.

The offensive wins ball games; batting order is all-important, with the lead-off man in an inning having a keen eye and feeling the pitcher out. The base on balls at times is as good as a hit; batters should make the opponent pitch. Then, there is the sacrifice play. Here the batter picks out a good one and lays it down; no pop-ups; down on the ground and the fielders will throw it away, says the coach. There are men in scoring position; up comes the hitter. He takes his cuts, trying to pick out the good ones; he levels his bat and times his swing; when in the hole he fights for his life, and eventually drives in the runs, providing, of course, he doesn't "get the buck" or lack decision and let the umpire do his worst.

The art of pitching college baseball is based on a most important fundamental—control. A simple natural wind-up is most effective when the bases are unoccupied. The pitcher should have an easy free swing, getting the entire body, including the legs and back, in on the pitch. This natural foot and body work is very necessary, as it works in unison with the all-important throwing arm, which

generally follows through. The final climax of the pitch comes with the forearm and wrist snap. There are many odd and freak deliveries, with the ball being well hidden before release, which confuse the batter. A variety of pitching form is advisable in a well-balanced staff of twirlers.

First in importance with the pitcher is the stance. The rules state that he should face the batter with his feet on or in front of the rubber. A firm footing, keeping out of deep holes, makes for better control. Next comes the grip on the ball, the feel of the seams. Different deliveries call for various grips on the horsehide. The physical make-up of the hand—the length of fingers—somewhat determines the stuff that can be put into the pitch. This necessary



Ready to meet the pitch. Stance close to plate. Bat well gripped and level

touch in turn makes for the spin, float, or what have you, on the ball. Friction on the ends of the fingers or thumb which are in contact with the seams determines the stuff in the pitch. Covering up this hidden art with the gloved hand just before the follow-through makes for deception. In the same way, a rotating body action, hiding the ball with a side arm delivery and timing the wind-up and follow-through, also make for deception and may result in throwing the batter off his stride. That means that a change of pace can be brought about by a delayed hitch, such as a wrist break, in the wind-up, or a delay on the ball after release—a so-called slow ball, floater or knuckler. There is a similar principle in football, where a delay in

the backfield means a delay in the offensive line charge, in order to meet the defensive off-balance.

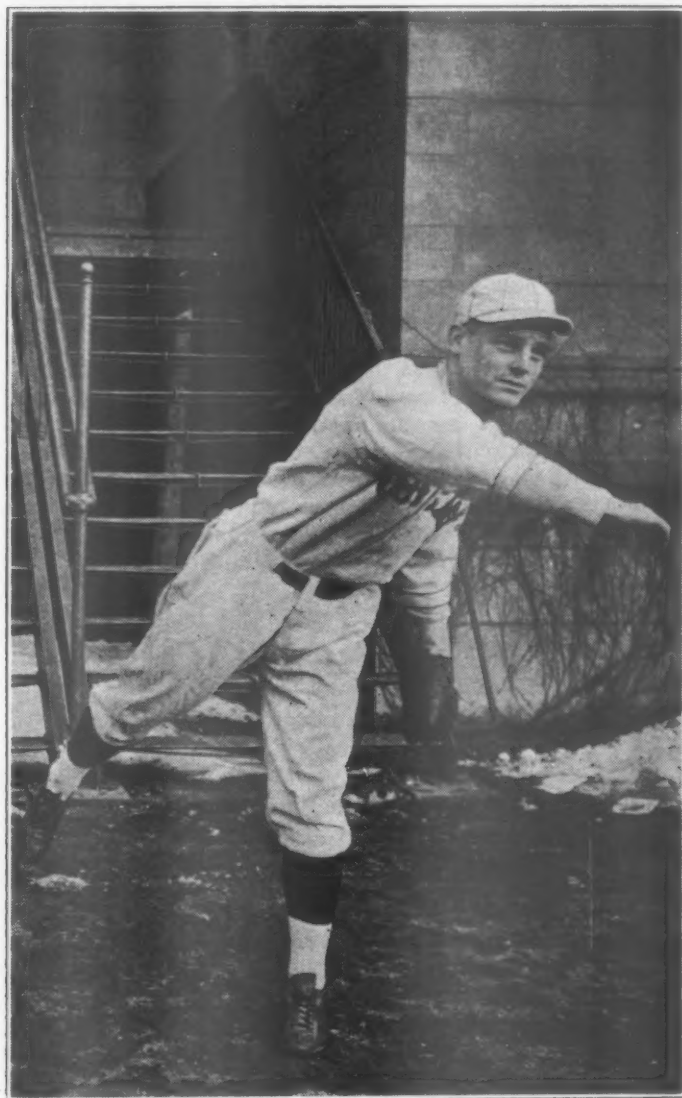
College pitchers should have at least two different kinds of a ball on a similar delivery; for instance, if the pitcher has an overhand fast one, it should be controlled high or low, inside or outside, according to the stance of the batting opponent. Along with this fast one should come a similar delivery for the overhand curve—the same preliminary wind-up in the follow-through—only with a different release right at the finish. The curve may be used either inside or outside, generally low; yet some curves are started high and break down for an umpire's decision. Different speeds can be controlled by the wrist action right at the finish of the follow-through, thus developing a change of pace for both the straight and curved ball.

After mastering the most natural delivery, some pitchers go into the theory of angles; that is, they swing from

arm, fast one with a spin out; and thus on this surprise change of pitching angle the batter would either cut at the ball a little late, or he would let it go by entirely and allow the umpire to call him out.

After following through on every delivery it is necessary for the pitcher to field his position. He should be alert and jump into line for a fast drive which comes through the box. He should not stand and pose, or pitch and duck; he should be ready to pounce on the bunts and have fast footwork on the slow rollers. All pitchers, in order to master fielding their position, should exercise in warming-up—developing cleverness in handling the ball and body in a game of Hy-Lo grounders. Fielding the position also calls for headwork in backing up various throws to different bases. Much time should be spent in covering first base, playing the slow rollers to the right of the diamond, and teaming with the first and second basemen. Failure of that combination play between the first baseman and pitcher for a well-timed put-out has broken up many a close game.

With men on bases, the pitching art becomes more complicated. The pitcher should choke up in his most natural position. Quick footwork comes to the front. The rule states that the pitcher must throw the way he steps—no false body actions. As the balk rules are very technical, the pitcher in organized games cannot get in any body or shoulder hitches. He cannot step towards home and then throw to first. If the pitcher figures a base runner is going to be pushed along by the batter sacrificing, that is, laying down a bunt on a good ball, it might be well to keep the pitch rather high. The extra spin might cause the bunt to be popped up, but at any rate the pitcher should tear in fast and have teamwork with the catcher in throwing the bunt to the proper base. If a third base-



Pitcher, aiming them in, following through with body behind throw

the overhand to the side arm or underhand stuff, giving greater variety and thereby more surprise or deception. A simple combination for the catcher to work on is to get the hitter to foul off the overhand fast one, providing, of course, the pitcher puts the extra up spin on the ball; then come back with the same pitching motion, using the overhand slow curve with the down spin; thus the batter will have the tendency to overswing and might top the ball foul for another strike. With the batter in the hole with two strikes against him, the pitcher would change to a side



Hitter with proper follow through. Note the body and wrist action of player after leveling his bat. Keeping the eye on the ball is a fundamental

man comes in for the bunt, the pitcher generally works to the right of the diamond. If the third sacker holds his bag for the possible put-out at third base with the base runner coming down from second, then the pitcher fields the third base territory, while the first sacker comes into the right territory to make a possible throw to third base. On this play the second baseman of course covers the first sack and the shortstop sticks to the second base territory. In order to break up the squeeze play which has been developed to perfection by the Japanese college players, it is necessary first for the pitcher to be alert. An exceptionally high and fast ball to the inside makes it hard for the batter to lay the ball down. Upon delivery, the pitcher should follow through, move in fast to field the center groove and make a quick peg to the plate in a low plane, while the third and first basemen go in fast to cover their own territories.

To break up the hit or bunt and run, the pitcher must be awake and have the extra stuff on the ball with enough wildness to be good. Slow deliveries and actions on the part of the pitcher bring about many stolen bases and cause bad pegs by the catcher. Pitchers are generally blamed not only for the inaccurate throws of the catcher but for the big leads and flying starts of the base runners. By all means, the pitcher should practice choked up, as one generally plays

about as he practices. Headwork and control are the winners.

With another Japanese team touring our country this spring, it might be well to be ready for the invasion of Hosei University from Tokyo, Japan. Experience in the past twenty odd years has taught us to have great respect for the baseball ability of the Oriental when he meets us on the college diamond, in our own national game. Being a great copyist, the Japanese today afford us very keen competition in every line. Considering all factors, they are to be greatly respected on the field of battle.

Back around 1905 to 1910, when our University of Chicago teams first invaded Tokyo, they met a group which was very keen to learn our game, and I believe today they more than prove a match for our best college teams. To win in Japan, it takes exceptional pitching, as was evidenced by the experience of Michigan's two sterling Western Conference championship pitchers a couple of years ago. Having studied the Japanese baseball players on a number of occasions, I have come to the following conclusions:

Playing two games a week on their home fields, being keyed to the highest point of perfection, they are hard to beat if they ever get the jump on their opponents. They play with great confidence and, backed by their hero worshippers, they perform brilliantly. Away from home, under strange con-

ditions and surroundings, they can't stand travel and at times become erratic and discouraged in their play, probably lacking mature confidence in their ability.

The physical make-up of the Japanese is against exceptional throwing ability, as their arms are short, with very small close-knit muscles, which I believe are against the longer peg and speed of our athletes. Their pitchers make up in curved ball pitching what they lack in speed. In fielding, they have fine cleverness, with the shortstop being the king-pin, always a fine fielder. They are very quick in the use of their hands and, being built close to the ground, they eat up ground balls with skill.

As hitters, they have developed keen eyes. Being very hard to pitch to, they have worked out an infield hit or bunt game to perfection. This is due to their quickness in handling the bat. They are not exceptionally long free swingers and at times seem to be somewhat muscle-bound, yet they have their so-called "Babe Ruths." In the beginning, the best hitter on a Japanese team would practice for twenty minutes, the next best for ten minutes, the following player for about two minutes and the rest of the team in the batting order would never get any practice. But times have changed, and today they have adopted our system of three cuts at the ball in batting practice. Their hitting shows

(Continued on page 42)

Baseball from the High School Coach's Standpoint

By Percy S. Moore

Lane Technical High School, Chicago

ALTHOUGH it never has been my ambition to be a baseball writer, the reason for which, I suppose, is that I haven't the patience to go on with a big, long yarn, I take pleasure in presenting the status of the baseball case from a high school standpoint.

One of the angles that always has impressed me the most is that which concerns the wearing down process. In football, for instance, each man is in action from whistle to whistle, fighting in such a way that when the contest comes to an end he is on the point of physical exhaustion. If he isn't, it's a certainty he didn't give his best for the cause.

The wearing down process in the basketmaking sport is even more pro-

nounced than in football, and when a high school boy goes into the professional game after graduation he can

After graduating from Posse Normal School, Boston, Percy S. Moore taught at Loyola Academy, St. Ignatius College and Central High School, Kalamazoo, Michigan. Following two years in the air service during the World War, he began coaching at Lane Tech. During his years there, his baseball team has played for the city title every season except 1924, and won the championship in 1920-21-25-26-29-30.

stand the gaff for only a limited period of time.

On the other hand, a baseball player at the end of the regulation nine innings is in pretty good physical condition and able to play several extra innings without danger of any physical reaction. The reason for this is that the players, the pitchers and catchers excepted, are not in motion continually and they have an opportunity between plays to regain their mental and physical poise.

A boy who makes the grade for a first-rate high school coach, and whose desire is to play the game as long as he can after graduation, will find that he can be a Ty Cobb or Babe Ruth from the standpoint of length of service, provided he leads a clean life.

Dissipation and success in sports never have been known to harmonize.

Regarding the case of a pitcher, who throws approximately 200 balls in a nine inning game, the argument is that he, too, has a chance to offset the physical handicaps for that day by having four days' rest.

The main purpose of baseball is to teach mental poise, self-respect, self-control, perseverance, a keen sense of judgment and a fighting heart. All these combined go to make a citizen of the finest type.

Taking into consideration, now, the angle which concerns the high school coach and his ability to convey to the student body as a whole the benefits to be derived, let it be said that it is up to the individual in charge to stimulate interest. In order to attain this end it is necessary to get the co-operation of the students as well as faculty and parents. To arrange for the appearance of men of distinction in the baseball world to come into the school for occasional talks is one of the secrets of success.

To stimulate interest in the office of the principal is another important factor usually overlooked. The principal, like the athlete trying to make good, must be educated to the point at which he will become enthusiastic. The average high school head, who doesn't take a great deal of interest in the game, is not to be blamed for adverse circumstances. The fault lies with the coach, who has failed to con-

vey to his superior the true purpose for which the sport was created.

Regarding suggestions to coaches, it would be an easy matter to write many pages of pointers, but the high spots should be enough. Build from the bottom up. Conduct a school of instruction in the gym during the cold weather months, the candidates to report at least three times a week. The first talk should deal with the features or requirements in each of the nine positions. Follow this with a registration of the boys for the positions they wish to play, getting a record also of past experiences, if any.

The proper stance at the plate should be taken into consideration in the third lesson. The majority of boys, when starting out, have a lot of faults to be corrected. Unless the defects are noted at the start, the job of trying to win ball games later on will be very difficult.

Going from this department into bunting, a lost art these days even in the majors, teach each candidate how to grip the bat and then convey the method of deception. In connection with this work with the stick it must be admitted that one of the hardest tasks confronting a coach is to prevent his boys from hitting at bad balls. Boys, as a rule, like to cut at fast balls and manage to time their swings, but they show a marked weakness when it comes to stepping into curves. They pull away, which means a pop-up if they actually connect.

Knowledge of the rules, signals for offensive and defensive plays (base stealing and sliding included), throwing of the outfielders to the bags, tagging and the work of the pitchers and catchers also are of paramount importance.

Daily batting practice should be held, each man up hitting three and bunting one. All regulars should have four rounds at the plate in each practice period.

One-half hour should be devoted to infield workouts daily. The outfielders also should have no less than a half hour of fly chasing each day. Be sure that you pick the proper man to hit flies to the outfield. There is nothing as disgusting as a case in which an outfielder gets a chance to catch one out of eight.

Considerable time should be spent with the catching and pitching staff, which constitutes 75 per cent of the team's strength. Few pitchers know how to stand on the mound, especially with men on bases.

The catcher, the chief strategist on the field of play, should detect the batter's weakness and should see that his mate is feeding the right kind of ball. An aggressive receiver, one who keeps the team pepped up and in a fighting mood, is an invaluable asset to any coach.

High school baseball is just what the coaches make it. The success of the sport depends entirely on them.

Scoring Baseball Playing Fields

By Madison Cooper

THE physical or mechanical condition of the baseball playing field has much to do with the satisfaction which players and spectators get out of it, and, as this is the real test of baseball, playing fields have not been given the attention which they deserve.

If the scoring of baseball fields has been systematically undertaken before, the writer is not aware of it, and in presenting here a step in this direction it is not with the thought that its features are perfect, but it is set forth as showing the practicability of scoring fields, accompanied by recommendations for their improvement.

The score card here shown was used by the Arbitration Committee of the Jefferson County (New York) Amateur Baseball League, consisting of its president and three disinterested outsiders well qualified from experience to judge the requirements of what

constitutes suitable physical condition of the grounds for the playing of our great American game. Complaints had been made about the condition of several of the fields and an inspection was provided for in the by-laws of the league. Great variation was found in the condition of the different fields, not only as to natural advantages or disadvantages and the improvements made, but as to care and attention which the fields get from those in charge of keeping them in condition.

Whether the various sections of the score card have been given proper value will be determined by longer experience, but it will be noted that consideration for spectators is given 41 points out of 100, and that the actual playing field itself and equipment are given 59 points.

It must be remembered that this scoring was done in connection with

a rural league and that accessibility and parking space is therefore given more importance. The item of fences includes wire screen fences set back 45 feet or more from the third and first base lines to protect automobiles parked there and also to make a demarcation between the playing field and the space to be occupied by spectators. The various points of the score card were considered as follows:

Accessibility:—Consideration under this heading was given not only to proper ingress and egress, but also to proper location of the grounds as to remoteness from central points or centers from which spectators would naturally be drawn. Grounds having two roads or entrances were given preference to those with only one.

Parking Space:—In rural districts where spectators come from some distance, parking space is a very important item, as cars in sufficient number

cannot be parked along the roadway, and therefore fields where plenty of space is available for parking were given high marks, as compared with those fields which had little or no parking space.

Accommodations for Spectators:—

Under this heading, suitable seating accommodations were given first consideration and fields having a capacity for seating several hundred people were given high marks as against those providing for less. In some instances, wire fences, 6 to 8 feet in height, and set back 45 feet or more from the first and third base lines, have been provided, and a single plank seat has been constructed on the inside of the fence. This arrangement has not been found objectionable, as one row of people can sit on the bench so provided, and another row can squat or sit on the ground in front of them without interfering with the play or the view of those in cars or standing behind. Other items under this heading are a question of suitable stands for ice cream and hot dog concessions, toilets, etc. One field inspected provided a well furnishing fine drinking water to the spectators.

*Infield:—*Scoring of infield was based on how well the field is graded, whether suitably drained to dispose promptly of surplus rainfall, whether providing a suitable mound for pitcher's rubber, and whether the worn places at bases and pitcher's box are kept filled. Only two or three of the fields inspected provide a pitcher's mound, and only one field had actually had the infield graded to a careful line. This particular field had been filled and graded to a line and is available for playing directly after a rain because it has a natural slant toward the outfield, and the soil is porous and water gets away quickly. Apparently little attention has been paid to actual *grading* of the infield. Most work which is done on baseball playing fields seems to be devoted to scraping, in some way, the area inside the base lines. This, if repeated from time to time or from year to year, results in making the infield really a depression, and heavy rainfall consequently accumulates thereon and makes playing on such fields, if in clay or heavy ground, impossible soon after a heavy rainfall, especially early in the season.

*Outfield:—*Fewer points were given to outfield than to infield because less plays are made thereon, but the outfield has more importance than is generally given to it by average grounds keepers. In country locations, most outfields have furrows which result

from plowing for cultivation and growing of crops, and only in two or three instances have the outfields been graded consistently. "Deadfurrows" in outfields not only make fast fielding impossible, but are a menace to the safety of players.

*Condition of Playing Field as to Care:—*This item was based on the care and attention given the field by those in charge. Some fields were almost entirely neglected, and even the worn spots in the pitcher's box and around home plate were not filled from one end of the season to the other. A few grounds keepers had consistently attempted to keep their infield fairly smooth by filling the holes after each game, but this was quite exceptional. This is an item depending wholly on natural pride and disposition of the management to do something for the players.

*Fences:—*The scoring of this item has been partly explained above and is based on the desirability of rather extensive wire screen fences suitable for the protection of glass in automobiles. With suitable fences, many people can see the game without leaving their cars, and in cool weather this is a very desirable feature. In any case, if parking behind such a fence is made possible, it will give many more people an opportunity to see the game unless rather large bleachers or grandstands are provided, and, owing to expense, this is not always possible.

*Field Equipment:—*Under this heading was considered home plate and pitcher's rubber, the three bases, players' benches and dressing rooms. One field provided covered benches for players, others had only a plank, but every field visited provided something for players separate from the seats provided for spectators. Only two fields provided dressing rooms, as most players come to the grounds in their uniforms. About half the fields provided the regulation bags for first, second and third bases, but only two fields provided the commercial rubber for pitcher's box and home plate. A home plate of wood seemed to be the favorite. Bags for bases were made from almost any material available and filled with sawdust, shavings, or excelsior, and fastened to a single pin or eye driven into the ground. A number of fields were provided with scoreboards, but several were not, and, as this adds greatly to the interest of the spectators, they are recommended accordingly.

The Jefferson County League for 1930 consisted of ten teams playing on eight fields. Scores ranging from

63 for the lowest to 90.5 for the highest were given the various fields, and a typical set of scores and recommendations for one of the low-scoring fields is as follows:

| | Points | Score |
|--|--------|-------|
| Accessibility | 11 | 10 |
| Parking space..... | 10 | 10 |
| Accommodations for spectators | 20 | 10 |
| Infield | 20 | 11.25 |
| Outfield | 15 | 11.5 |
| Condition of playing field as to care..... | 10 | 5 |
| Fences | 7 | 3.25 |
| Field equipment..... | 7 | 2 |
| | 100 | 63.00 |

The four members of the committee scored each field independently and then the scores were averaged, which accounts for the decimals as shown in the above scoring.

Recommendations for improvement of this field were as follow:

First:—Outfield should be mowed and raked. There are some low spots in the outfield which might be filled and the entire area would be benefited by having a heavy roller put on it when dry.

Second:—Fences along base lines should be moved back to 45 feet or more, and these provided with wire to protect cars.

Third:—Seating capacity could be increased to advantage and the fence proposition handled at the same time.

Fourth:—A scoreboard properly placed would be a big advantage to the field.

Fifth:—Infield can be filled to good advantage to prevent standing water after a heavy rain. This requires a large amount of earth to accomplish a useful result.

It is the intention of the league to continue the scoring of fields, by repeating it from year to year, and it is thought that a spring inspection before the games start, and another inspection during midseason, will give best results. A more frequent scoring is impracticable, because the scoring of the fields, which was done on three separate days, involved driving upwards of 250 miles.

The scoring has so far been only recommendatory and advisory, but it is believed that, another year, certain requirements may be specified for each team and made mandatory.

The committee has found that while much attention is given to players, uniforms, etc., comparatively little attention is given to the playing fields, and as this is a very important feature of good baseball, the inspection work as above outlined was undertaken accordingly.

A Combination Athletic Field for Football, Baseball, Track

By C. C. Stroud

State Normal College, Natchitoches, La.

THERE are some small colleges, more high schools and many cities and towns with playgrounds, which do not have the space available for two athletic fields to accommodate the three major team sports. While it is true that baseball is at present rather dim in the picture, there are many institutions that still maintain, and will continue to maintain, teams in what has long been the great national sport.

The usual plan of the playing fields for baseball and track has been to lay the track with two side straightaways and one sweeping curve at each end, 110 yards in each of the four divisions, the curves run from a 110 foot radius. Then the baseball diamond has been laid out symmetrical with the track, the home plate equidistant from either side. This arrangement ran the extensions of the base lines, the foul lines, across the running track not so very far beyond the bases, and brought a considerable part of the playing outfield on and outside the track.

This plan always made it not only difficult for fielders, but also brought friction when both track and ball teams were using the field at the same

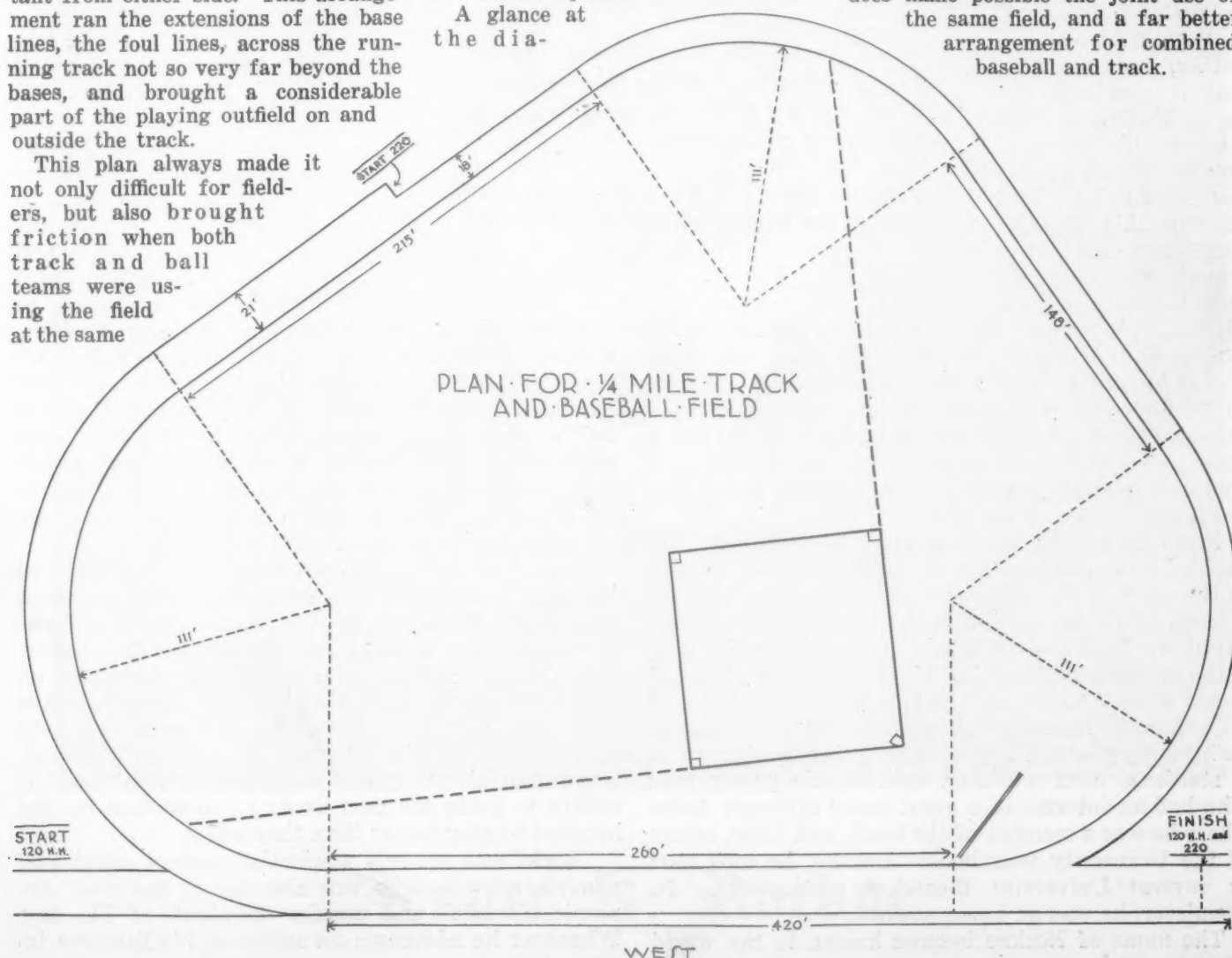
time, a most troublesome condition, as many old-timers may remember.

A number of years ago at the state university where the writer served as Director of Athletics, we were forced to make a combination athletic field for the three major outdoor team sports. I think it might have been the outline of the ground area available that suggested to us the unusual shape of the quarter-mile track. At once the possibility of a baseball field entirely within the track was seen. And of course the football field could easily be laid down, if the baseball plot could.

We went ahead with the plan of the field as shown in the diagram. The long straightaway lay on the west side, which suited the placement of the bleachers, where they served for all three sports.

A glance at the dia-

gram shows three curves instead of the usual two, although all three have more than standard 100 foot radius. The baseball foul lines up to nearly, or quite, 300 feet lie entirely within the track. In the extreme upper end of the field was ample room for pit and runways for pole vault and high jump. Between the diamond and the track in front of the bleachers was room for a pit and runway for the broad jumps. The plan worked reasonably well. A number of times a track meet and ball game were run coincidentally. Illinois played the first baseball game. A Southern Conference meet was run on the track. All in all, while such a layout is not desirable where there is sufficient space for a needed baseball field apart from the track, Rugby and soccer field, it does make possible the joint use of the same field, and a far better arrangement for combined baseball and track.



Knute K. Rockne

IT has been the policy of THE ATHLETIC JOURNAL from time to time to honor men who have made a distinct contribution to the college athletic life of America. Those whose records have been published in the past are for the most part the older men who have been prominent in the sport life of the nation for a quarter of a century or more. This issue of THE JOURNAL is dedicated to the memory of Knute K. Rockne, who met his death March 31st in an airplane crash near Bazaar, Kansas. Knute Rockne was comparatively a young man, yet in his life time he made a contribution to athletics and to football, particularly, which is already appreciated by this generation but which will be more appreciated and understood in future years.

Knute Rockne was born March 4th, 1889, in Voss, Norway. His father, a carriage maker, came to America in 1893 to exhibit some of his wares at the World's Fair. Later, his family joined him in this country, and Knute was sent to grammar school and then to Northwest Division High School, now Tuley High School, in the Logan Square neighborhood in Chicago, where he played his first sand lot football and baseball. "Rock" in his high school days was more interested in track athletics than in football and had an ambition to be a champion pole vaulter and runner. His ambition in this and in other pursuits toward which he set his heart and mind was realized.

From his earliest youth Knute was a student. He decided to strive for a college education and worked in the Chicago Postoffice as a mail dispatcher, did odd jobs on lake steamers and railroads and in other ways saved up \$1,000 with which to help pay his way through college. Some of his friends had attended Notre Dame University, and through the influence of these men he first became interested in Notre Dame. In his early years at Notre Dame he became known as a studious, hard working, enthusiastic young man who had an interest in a great many different fields. There he was a member of the band, and, later, editor of the University year book. Besides, he took part in several University theatrical productions. In chemistry, he was an honor student.

The name of Rockne became known to the world

in 1913 when, in the Notre Dame-Army game, he received a number of spectacular forward passes started by his old friend, Gus Dorais. These passes were largely responsible for the defeat of the Army eleven. Dorais and Rockne, the summer preceding this game, were employed in a summer resort at Cedar Point, Ohio. In their odd hours they practiced passing and catching until they had mastered the technique of this phase of the game.

In 1913 Rockne was rated as an All-Western end and was nominated by some critics for a place on the All-American team. At one time he held the world's indoor record in the pole vault, was one of the best broad jumpers of his time, captained the junior crew and was a member of the university swimming team.

When he graduated, he planned to devote his time to chemistry, and when he returned to Notre Dame as assistant football coach in the fall of 1914 he taught in the chemistry department. In 1917, he was made head track coach and in 1918, when Jesse Harper resigned, he

was offered the head football coaching position. Almost from the first, Knute demonstrated his coaching ability. His record in football is so well known it is hardly necessary here to call attention to the phenomenal success that he and his teams achieved. In 1929 he was afflicted with an ailment that threatened to cost him his life, yet, contrary to the doctor's orders, he personally directed the team in many of the games from the side line.

There have been many arguments as to which was his finest team. In the writer's judgment, none was superior to the 1930 team that won a spectacular victory in the final game of the year against the University of Southern California. The boys who played on that team will no doubt always be glad that they gave their best for "Rock," and his fellow coaches will always think of his last game as a splendid demonstration of his power and cunning as a coach and his ability to bring his men up to an important contest inspired to play better than they knew.

"Rock" was not only a scientist, student, coach and administrator, but he was also one of the most dynamic, forceful and popular speakers of his day. Whenever he addressed an audience, his listeners in-

SCULPTOR

By Roy George

*When death revealed in devastating flame
What life had chiseled in the granite, words
Sufficed for once: KNUTE ROCKNE. For the name
Depicts the man; who hears it stands and girds
His soul. Not football, life he mastered. Youth
Well prized his praise, but no man's praise prized he
Above the precept of his life—that truth
Is valor, and success sincerity.*

*He taught the open game and made it plain
That to advance and hold is all, this sage
Whose life and work alone must long remain
Effective in an ineffectual age.*

*Upon the granite in men's hearts his name
He cut, and wrote it on the skies in flame.*



CHICAGO DAILY NEWS PHOTO

Knute K. Rockne

variably sat spellbound, and no one ever thought of leaving until "Rock" had finished. His part in the Football Coaches Association meetings and his sallies and humorous remarks at the annual banquets will be remembered by the men whose colors he carried until the end. "Rock" believed in the virile, masculine type of manhood that was exemplified by the men who played on his and other college football teams. There was nothing soft, weak, or vacillating about this man. He not only had an agile mind but he could think in straight lines. He was modest and unselfish, and, because of these and other sterling qualities

which he possessed, not only the coaches but the American people took him to their hearts. When he died the nation honored him in larger measure than it is accustomed to honor anyone except a President of the United States at the time of his death.

Knute K. Rockne came to this country a poor immigrant lad, and he died at the age of forty-three a national hero. He represented the finest traditions of the game; he demonstrated in his life that hard work and honesty are the paths to success; he lived a man of action and he died in action.

What About a Free Gate?

By Arthur L. Strum

Director of Physical Education, Indiana State Teachers College,
Terre Haute

THE report of Nicholas Murray Butler, President of Columbia University, recommending that the alumni dig down in their "jeans" and support a full intercollegiate program so that a free gate and Simon-pure athletics may result, has raised quite a furor beyond the confines of Columbia University and New York. When an eminent educator and politician speaks on any subject, even though it be outside his specialties, the newspaper men tell the world. They treated the rich and astute Henry Ford that way when he was cross-examined on his knowledge of history. Likewise, the Peace Ship of Mr. Ford's in 1917 represented the efforts of the business genius in the realm of world politics.

It is unfortunate sometimes that really great men succumb to the temptation to go out of their own fields. There is no field where the lure is so inviting and attractive as in the field of athletics. Witness the alumni board of strategy, the barber shop advisory committee, the fans' association and other like volunteer groups, besides an enormous body of individuals with the same interests.

Once a "downtown coach" came to me with this statement, "Here, Coach, is a play that will gain five yards every time." I could have said, "Sell it to a college that wants a big gate." However, I gave heed to his enthusiasm and listened; truly, the play was a fine one but for one fault. It was illegal.

Now the inference may be, "Who is qualified to talk about athletics?" Certainly, those people who have chosen it as a profession should be among the privileged. Philosophers, educators, and students of American life qualify. There needs to be some straight thinking about athletics, for

there are Carnegie Bulletin Number 23 and the sounds of distress from university presidents, who feel that all is not well in certain intercollegiate circles.

It seems reasonable to begin on the premise that athletics should be directed and controlled by the faculty as an educational activity which makes desirable changes in young men. Unless it be recognized as such, the institution should not tolerate it. This has been done in one or two instances, but athletics have always come back. The King of England forbade football in 1349 A. D. but it persisted in spite of royal command. The wiser course for educators seems to be to recognize the splendid possibilities of athletics in the enrichment and development of the personalities of young men. (I speak of young men because the young women do not have an intercollegiate program and this discussion does not affect them directly.)

The early development of athletics in this country rather indicates that it, like Topsy, "just grew." Due to the influence of Puritanism, scholasticism, Calvinism, and the ideal of the "strenuous life," work was exalted to an unusually high place, and play was regarded as sinful, foolish, the work of the Devil, or plain waste of time.

It was only when school men saw that young men were going to play anyway that they at first grudgingly let some instructor supervise them so that they would not get into trouble. The next step took place when the school people and townsman became interested in winning. The school then hired the man who promised, at least, to "deliver the goods." Oftentimes he was an ex-pug, bar-room bouncer, or some other profes-

sional "sport" type. The coach and the faculty were not soluble socially. Gradually, school executives chose men of higher calibre and educational qualifications, until today the body of coaches are of the highest type of American manhood. But the stigma of our early arrangements remained, and today in some institutions the general body of the faculty feel themselves a little "holier" and a little more intellectual than physical educators. If some evils have arisen, the school men are at fault, for they have failed to harness the driving urge of youth for competitive athletics towards educational goals. The term physical education implies the means by which education is achieved, that is, education through physical activities.

It is just as reasonable, I believe, to expect the alumni to support all departments of education instead of only a department of athletics. The great strides made at many universities in extending competition in the minor sports or non-paying sports and intramural activities have been made possible by profits largely from football. The following statement appeared in the *Chicago Tribune*, in December, 1930:

Champaign, Illinois, December

27.—The 1931 athletic building program at the University of Illinois calls for a \$325,000 ice skating rink and an 18-hole golf course costing \$40,000. Both will be built from funds realized from football receipts.

I do not believe legislatures or alumni are ready to support by appropriation a full physical education program. I once attended a session of the legislature of Wisconsin at which a debate developed over the appropria-

(Continued on page 42)

Fifth Annual Meeting of the National Association of Basketball Coaches

*Report of the Minutes of the Meeting Held
March 27-28, 1931, Hotel Astor, New York City*

THE Fifth Annual Meeting of the National Association of Basketball Coaches convened at the Hotel Astor, New York, N. Y., on Friday, March 27, 1931, at 10:20 a. m., President L. P. Andreas presiding.

President Andreas: It is a pleasure for me to welcome the members of the association here for our first meeting in New York. We all wondered a little about what kind of a representation we might have down here at this first meeting, after the meetings held in Chicago. There was some doubt expressed as to whether we would have as large an attendance, and there still is some doubt as to whether the attendance will be as large, here at this meeting as it has been at Chicago. But, looking over this crowd, it seems to me that even though we have not as yet reached the numbers that we had out there, we do have a very representative gathering. I think, if we forget that we are sectional representatives and feel that we are just down here to try to do something to help this game of basketball and if everybody enters into the discussions freely, we can accomplish a great deal of good.

The first order of business will be the roll call. I will ask the Secretary to call the roll.

(Secretary H. B. Ortner called the roll.)

President Andreas: The next order of business is the reading of the minutes. It has been the custom in the past to dispense with the reading of the minutes in order to save time, as we have the minutes published each year in THE ATHLETIC JOURNAL. I am sure that every member here has read those minutes as they are published there. So, unless there is objection, we will follow the same procedure this morning and dispense with the reading of the minutes.

We will next have the report of the Secretary-Treasurer, Mr. Ortner.

REPORT OF SECRETARY-TREASURER H. B. Ortner, Cornell University

THE Treasurer's report is as follows: Mr. Olsen, whom I succeeded, turned over to me a check for \$170.11. Up to the time of this meet-

ing, which this report includes, we have taken in \$65 on dues. That makes a total of \$235.11.

Our expenditures have been as follows: Printing of rule changes, \$3.25; printing of membership list, \$3.75; program, \$6.00; stationery and envelopes, \$28.00; telephone and telegrams, \$2.60; stamps, \$5.00; rubber stamp for stamping my signature on the railroad certificates, \$3.00—making a grand total of \$51.60. That leaves us a balance of \$173.51.

This report does not include what we have taken in this morning.

President Andreas: With reference to the report of the Treasurer, I may say that our Auditing Committee, with Mr. Schabinger as chairman and Mr. Beresford, have gone over both the reports of Mr. Olsen and that of our present Treasurer, Mr. Ortner, and have okayed the report. So I would like to have a motion to the effect that this report be accepted.

It was regularly moved, seconded and carried that the report of the Treasurer be accepted.

President Andreas: The next order of business is the Report of Officers. I will ask our Secretary, Mr. Ortner, to read the Report of Officers, as it was prepared at our meeting yesterday afternoon.

REPORT OF OFFICERS H. B. Ortner, Cornell University

AT our Board of Directors meeting yesterday there were several things that we took up and discussed for your consideration this morning. We discussed at length the matter of having a committee for uniform terminology. In the different sections of the country we find that there is no common nomenclature for the terms in basketball. The President appointed Dr. Allen to act as chairman of a committee to work on nomenclature.

Then, it was suggested that we should have a research committee. There are a lot of things that we want to experiment on, such as the elimination of dribble, elimination of center tip-off (at least, there was sentiment for it in different sections), and 12-foot baskets, and putting a circle around the center ring 10 feet away

from the center circle, and some of the things on stalling, etc., that we want to work out.

Then there are other things in the way of the rules of officials that we haven't worked out, like the matter of having three officials. We want to hear something about that.

One of the things that the Board of Directors had in mind was this bug-bear of uniformity of interpretation. It has been suggested that we ought to have some men, particularly from the rules committee, to try to bring this back, and that our coaches' organization ought to work with them. In other words, it is felt that the burden of proof is not so much on the officials as it is on the coaches, that it is more our game than anybody else's and that we ought to try to work out a better system of uniform interpretation.

The stalling and the blocking were two things that we thought should receive a good deal of our attention.

That is all.

Upon motion duly made, seconded and carried, it was voted that the Report of Officers be accepted.

THE PRESIDENT'S ADDRESS L. P. Andreas, Syracuse University

AT this point in the proceedings, it becomes my duty to speak for a few moments on matters pertaining to this organization. There is certain information which may be of interest to those who have been unable to attend the Chicago meetings. This association was formed in the spring of 1927, when in April a small group of coaches met in Des Moines and formed tentative plans for the organization, which were consummated in Chicago in June, practically every state in the Union being represented. At this time the association was formally organized under the name of the National Association of Basketball Coaches, and it adopted the constitution, copies of which have been placed in your hands. In reference to this constitution, only the purposes need be mentioned here. This association was formed, First, to dignify the basketball coaching profession; Second, to elevate the game to its proper place in the scheme of education;

Third, to foster and encourage a better understanding between basketball coaches of the various sections of the United States; Fourth, to maintain even to a greater degree the standards of sportsmanship as outlined in the basketball code. That the association has worked along lines best calculated to meet these purposes goes without saying. The profession has gained in dignity through the growth of this organization which now numbers some 250 members, through its meetings, which have been conducted sanely and purposefully, and through recognition of recommendations made by this body to the official Rules Committee.

Through the efforts of basketball coaches everywhere, basketball has become an increasingly important game in high school, intercollegiate and intramural circles.

Through the meetings of the association and through intersectional games, the scheduling of which can now be termed a common rather than exceptional occurrence, coaches are learning better to know, to respect and to understand each other.

This has led to a clearer interpretation in all our minds of the term "sportsmanship." Knowing each other better, we trust each other as friends; and it seems to me that rivalry in this sport has taken on more of an aspect of friendliness within the few years that this organization has existed.

So as an organization we can look back over five years of advancement and constructive effort for the betterment of the game and of its surrounding influences.

But there is still much to do. We need a larger membership and, if I may put it that way, a more responsible membership. Individual effort on the part of all of us who are now members will increase our membership. But one or two problems now face us as coaches, which, to solve, need individual and collective responsibility.

Basketball is meeting competition in the East. We may as well admit this fact frankly. Professional ice hockey is providing the competition. Many of us have already felt it—felt it where it hurts most—in the matter of gate receipts. It is perhaps not essential that basketball pay its own way, but paying its own way certainly strengthens the position of the coach and the prestige and power of the sport. And where hockey has gained a foothold, particularly in the smaller cities, basketball has suffered financially.

Professional ice hockey is spreading over the East. And in its wake, local

amateur clubs, high schools and colleges are taking up the sport. Even the little fellows who used to follow their heroes and idols to the gymnasium are finding new idols in the glamour of the rinks. Ice hockey is a splendid game and the awakening interest in it adds new life to American sport. But so far as I have been able to discover through observations and through conversations with basketball followers who have turned to hockey, there is only one feature of the game which has displayed a powerful enough attraction to withdraw and withhold the interest from basketball. As a team game, hockey cannot compare with basketball because of the very nature of the mechanics of the game. A puck cannot be controlled as can a basketball, regardless of the skill of the players. There is little scoring and lots of wasted effort in every hockey contest. The game is fast but no faster, relatively, than basketball.

But ice hockey has seized upon one quality and developed it to the 'nth degree. It is a quality that appeals to every red-blooded lover of sport. Wherever you find it you find an irresistible appeal to the sporting sense. The quality of which I speak is "action." A game of hockey is sixty minutes of action, rough action to be sure, but action; and through it color has surrounded the game. When a game loses its action, interest begins to die out. Professional boxing is a good example. Wrestling has found new favor because of action. The lively ball has added to the game of baseball more action and color. The open game has contributed to the action in football.

It has been openly said in the press for the past two years that basketball is losing its action, and followers of the game in many sections are setting up the same cry. If this is true, we as basketball coaches must take the responsibility upon ourselves to see to it that basketball does not lose its action. If any influence has crept into the game which has a tendency to destroy the action, that influence should be wiped out. If no ruling can be made to wipe it out, it becomes a question of individual responsibility.

Two influences apparently are taking the action from basketball—the official who is technically minded and keeps the ball from play by whistle blowing, and the delayed attack and stalling defense which keep the ball from play without the aid of the whistle.

Insofar as officials are concerned, I believe that organized groups, such as the various conferences and intercollegiate leagues, have secured good re-

actions by conferring with the officials and securing a unified code. Those of us who are not members of any league can do the same thing by holding meetings with officials.

In reference to the delayed attack and stalling defense, I believe that unless we wholeheartedly and unqualifiedly adopt and stand by the ethical code in the basketball guide, thus insuring the maximum action to basketball, the game will lose in public support to such an extent that some of us, at least, will be wearing skates before long.

Let me read part of Mr. Tower's splendid contribution in the Guide:

"It must be admitted that under the present rules it is very difficult to get the ball away from a clever team when it begins to freeze the ball, and attempts to do so frequently lead to fouling. Nevertheless, there is no excuse for refusing to attempt to get the ball, or for admitting that the other team is going to win anyway and that the easiest way to keep the score down is to let the others stall. This leads to the question of coaching responsibility.

"When a coach instructs his team to let the other team control the ball he knows that there is going to be no contest if the opponents choose to freeze the ball. This means that the spectators get nothing for their money and for their time—an offense that brings its own penalty. People will not support that kind of basketball. But there is a deeper question involved; namely, the effect on players who are told that they are going to be beaten and that if they don't force the playing the score may be smaller than it might be if they went out after the ball. Licked before they start, beaten without a struggle—these are fine principles to instill in the youthful mind! Better get beaten a hundred to nothing after battling for every point than to lose a two-to-nothing game without an effort to win. Of what use to any athletic team is a player who lacks competitive spirit—'guts,' in athletic parlance—and of what value is a man in any walk of life who lies down when he meets competition? Yet some coaches are instilling a trait which they themselves despise and are talking glibly about 'moral victories.'

"All of us who have anything to do with competitive games must realize that through these games we are building traits of character, and doing so effectively because the boys themselves little suspect that the process is going on. Sportsmanship taught as part of the game becomes part of the game in the boy's mind; and through the game, sportsmanship,



A. L. Powell



A. A. Schabinger



George Keogan



L. P. Andreas



Harold G. Olsen



Dr. F. C. Allen



George R. Edwards



J. Craig Ruby



Howard Ortner



Dr. H. C. Carlson



Howard Beresford

with all the fine traits of character that term implies, becomes part of the boy."

In conclusion, let me repeat one or two facts. The delayed offense and stalling have spread throughout the Middle West and are working themselves into Eastern and Western and Southern basketball. Ice hockey may never be a competitor in the South, but it is seriously competing in the East and is working its way West. Do these movements have any significance?

At our meeting in Chicago last year, your President, Mr. Ruby, appealed to you as members of this organization to become more active. We have become a more active organization.

May I submit to you the proposition that as coaches we need also to become more responsible for the best future interests of the game, and also that we as responsible members of the basketball coaching profession in all of our discussions and recommendations here should exert all of our influence to satisfy every follower of this game that basketball will not disintegrate from what it has been and what it was intended to be—a fast, virile, rugged game of action! (Applause.)

We will continue our regular order of business with the reports of committees. I will ask, first, for a report from Mr. Powell, Chairman of the Membership Committee.

Mr. Powell, in reporting for the Membership Committee, suggested that application blanks be furnished throughout the year to district chairmen. It was then voted to accept the report. Mr. H. G. Olsen then reported for the Press Committee, which report was accepted. Mr. Roy Mundorff, speaking in place of Mr. Gus Edwards, Chairman of the Coaching Ethics Committee, reported for that committee, and his report was accepted. Mr. George Keogan, speaking in place of Mr. George Veenker, Chairman of the Officials Committee, reported for that committee, and his report was accepted. Dr. F. C. Allen, Chairman of the Olympic Committee, then submitted his report, which was accepted. Mr. Edward Kelleher, Chairman of the Banquet Committee, submitted his report, which was accepted. President Andreas then called upon Mr. Robert F. Kelly of the *New York Times*, who delivered a short talk. President Andreas here called upon Mr. Oswald Tower, who spoke briefly on what he termed, "Dreams."

After some announcements, the session adjourned for luncheon at 12:20 p. m.

Friday Afternoon Session

March 27, 1931

THE meeting reconvened at 2:20 p. m., President Andreas presiding.

President Andreas: We thought, this year, as a feature of the meeting, it would be a fine thing if we could get several coaches who have been unusually successful and who have been in the game for a long period of time to talk about certain features of the technique of basketball. That is interesting to all of us, especially to the younger coaches. And several men very kindly consented to do that.

We are first to hear from Dr. Carlson of the University of Pittsburgh.

Dr. H. C. Carlson spoke on the subject of "Building an Offense."

President Andreas: We will hear, next, from Mr. Edward Wachter of Harvard University.

Mr. Edward Wachter spoke on "Fundamentals in Basket Shooting."

President Andreas: Does anybody have any questions he would like to ask Mr. Wachter about shooting?

Mr. Ortnier: I would like to raise a point there. Last year, Professor Griffith, of the Psychology Department of the University of Illinois, said that he thought there were greater possibilities in the one-hand shot than in the two-hand shot. In your experience as a coach and player, would you say that that was true?

Mr. Wachter: I would say that any man who has to depend on one particular kind of shot is in a pretty bad way. My experience in basketball is that you have to shoot according to circumstances. In 1925 I happened to be a member of a team that played in the western part of the country, and they were shooting field goals this way (indicating), underhand. That was a very easy shot to stop. Even at that time we were shooting from the chest. And I claim that the one-hand shot can be developed to a high degree of efficiency, depending entirely upon the individual. But you have to depend on many kinds of shots, according to situations, as they come up. I don't say that one shot is better than another. It depends upon the man entirely.

President Andreas: I am going to ask Dr. Allen to speak to us at this time on "Stratified Transitional Zone Defense."

Dr. F. C. Allen: There may be some new names, but there is nothing new in basketball. The stratified transitional zone defense is nothing but a two-man up in front, man-to-man, and a three-man triangular zone,

with the apex of the zone defense the center.

Dr. Allen then submitted his address.

Member: Do you have any individual assignments?

Dr. Allen: We have never had an individual assignment as long as we have played basketball.

Member: What do you do if the opposing team has a lead and plays a so-called stalling game beyond the offensive territory?

Dr. Allen: You have got to go out and get them.

Member: If you are playing against a tall center and he goes down to the basket, don't you put your big center on him?

Dr. Allen: No; I shoot this center (indicating) back.

Mr. Ortnier: Supposing a little fellow goes through there, do you have your men shift or switch?

Dr. Allen: I always have one big guard, and he goes in and plays the basket.

President Andreas: I would like to ask Dr. Allen what he considers a good defense so far as scores are concerned?

Dr. Allen: To keep them in the "teens."

President Andreas: We are very fortunate in having with us today Dr. Charles Kennedy, Chairman of the Board of Control of Athletics of Princeton University, who will address us at this time.

SPORTS AND SPORTSMANSHIP

Excerpts from the Address of Dr. Charles Kennedy, Princeton University

WE have to fight to protect college sports from the professional atmosphere. It isn't merely the difference between the player who is paid and the player who isn't paid that makes the difference in sport between professionalism and amateur college sport. It is really today a whole difference in manners and in customs and in good taste. It rests with bodies such as this, each acting for its particular sport, to hold the line in college sport against the intrusion of barbarianism; and it is a difficult job.

I should like to suggest certain things that, it seems to me, will help; because the spectator will, after all, be greatly influenced by the attitude of the players that represent him and by the attitude of the coach that represents his institution. If those players and the coach evidence an active, initiating influence against the attitude that sometimes prevails in the stands, I believe much can be done to check and to eliminate the tendencies that I have discussed.

But I would like to suggest that the attitude of the players and the attitude of the coaches must have more initiative in it than it has had up to the present time. I think the attitude of the coaches and the attitude of the players toward exhibitions on the part of the stands, which the players and coaches themselves are ashamed of, has not been, if you will permit me to say so frankly, sufficiently active, sufficiently actively exercised.

I have known of cases in which players have gone to the captain of an opposing team after the game was over and apologized to that captain for the attitude of their own stands. I think that was a fine thing to do, the attitude of the stands having been what it was. But I wondered at the time whether the influence of the captain who apologized would have been even stronger and more effective if he had stopped that game, or asked the official to stop that game, and asked those stands please to use the kind of sportsmanship toward friendly opponents that the players on the team were attempting to illustrate.

I believe that a brief remark that would have taken fifteen seconds to deliver under those dramatic circumstances by the captain of the home team would, for that game at least, have ended that business. But the attitude of the players, and I think in many instances of the coaches, has been, "Well, that is all wrong. We hate to see the stands go that way. But we are doing the best we can. We are not doing it. It is the stands that are doing it."

I think, before we get this thing altered, as it should be, gentlemen, there will have to be a more active attitude toward it than that. The stands have got to be made to feel that they are putting the players and putting their coaches in an untenable and embarrassed position in what both players and coaches desire to be a friendly illustration of hospitable relationship between two competing teams. We have got to make the stands feel that.

Now, the coaches can do more—the coach and the captain together can do more—I think, to bring about that result, if they are willing to do it, than any two officers that I know of connected with a given sport. If an official of an athletic association steps into a situation like that, my judgment would be that usually not a great deal would be accomplished. The attitude of the stands is, "Well, that is some official." But the stands know that the coach isn't some official. They know that coach by his name, usually by his nickname. They know the captain of that team and every player of

that team by his name and his nickname. They play close to them. Those are the people that can do more to correct the attitude of the stands than any others.

I would like to suggest, briefly, certain definite things that would represent a program behind which that influence could be thrown. I would like to see the day come when in basketball, in hockey, in all your sports—but I am thinking particularly now of the winter sports played in this restricted area, within doors—the entrance of the rival team upon the floor is marked not in any insincere or artificial way but in some sincere and informal way, marked by a welcome that would evidence the spirit of hospitality in which the home team receives the visiting team.

The game can then be begun in an atmosphere that is symbolized by something that will indicate that the two teams do not consider one another mortal enemies, that the home team considers itself as host entertaining a visiting team, that they are there to play a contest, and a spirited contest, and that each of them desires to win as much as, for the moment, by all fair means he desires anything, but that behind it is an essentially friendly, hospitable and gracious spirit of good manners.

What such a gesture might be would depend on the place and the conditions. What would be effective in one place would be more or less effective in another place. But, where there is a will, there is a way. Where there is a desire, a procedure can be found.

I would like to see some tangible evidence given in the course of games of this: that the players do not consider the official an enemy or a policeman. I am not suggesting how that atmosphere can be best created, but it can be created.

I would like to see (and this suggestion has no lodgment in this body, but ought to have lodgment in the group of men who act as officials) some evidence given in the course of the game by officials that they do not regard the two teams as an unruly set of hoodlums who are trying to beat the game, which they are not, but as two teams made up of college men playing a friendly game who have asked the official, as an old player and a gentleman, to come in and referee for them. I would like to see, somehow, that atmosphere created and tangibly symbolized.

And, lastly—and putting this as negative, where the suggestions up to date have been positive—I should like to see everywhere, in all sports, but particularly in these indoor

winter sports because of the tense atmosphere, players and coaches alike refrain, no matter what the decision may be, from indicating by gesture, by facial expression, or by all the other subtle agencies which many coaches command, from suggesting to the stands their disapproval of the decision of an official; because, gentlemen, that is all that is needed to send your stands up into this hostile atmosphere that I have just discussed.

I have seen it happen with my own eyes again and again, where a stand has been quiet up to a certain point in a game; then I have seen a decision come—which may have been right or it may have been wrong, I don't care; it has been a decision that the coach did not agree with—and I have seen the coach half start to his feet, with a scowl on his face and a movement of the arm, and I have seen a whole section of the stands go up at once into boos and hisses, and that swept through the whole group of spectators.

I am talking very honestly to you, very frankly, just as straight as I know how. Why? Because I have confidence that it is groups like this which can and will do their share to remedy conditions that threaten the best interests of the game that you love and work for; a game that is a part of the college program, that many men enjoy playing and that ought to be one in a series of pleasant, gracious, friendly, hospitable, well-mannered contests between competing undergraduate bodies.

President Andreas: I know we are glad to have Mr. John Murray, one of the Eastern Intercollegiate League Officials, talk to us now about "Eastern Basketball from the Official's Viewpoint."

Mr. John Murray submitted his address.

President Andreas: We have with us, also, a Western Conference Official, Mr. Fred Young. I know everybody is interested in hearing about "Mid-Western Basketball from the Official's Viewpoint."

Mr. Fred Young delivered his address.

President Andreas: I would like to call on a great friend of basketball and of this organization to make a brief talk to us at this time—Director St. John.

Dr. L. W. St. John of Ohio State University spoke briefly on the responsibility and opportunity of basketball coaches in the matter of the improvement and development of the game of basketball.

President Andreas: There is just one committee matter to be cleared up this afternoon. That matter has

to do with a committee that has been called a terminology committee, to try to find proper names for some of the terms in basketball. I will ask Dr. Allen to take the floor again at this time to see if we cannot get a common expression of opinion on some of these terms.

REPORT OF TERMINOLOGY COMMITTEE

Dr. F. C. Allen, University of Kansas

GENTLEMEN, the only idea we had was the hope that, since this is a national group, we could get the various terms used, so that we might have a uniform terminology, and then we could suggest to the Rules Committee that they kindly put on one sheet what might be agreed upon by the coaches as the first term to be used and place the others in brackets; so when we discuss different types of plays and when different coaches appear before these annual meetings, the terminology will be uniform and we will all know what the other fellow is talking about.

Suggestions of terms used in various sections of the country were made by the members at this time.

In the following group, "Set-ups," with 32 votes led the list as the most common term used:

"Set-ups, Crips, Sunday Shots, Guts, Dogs, Lay-ins, Sleepers, Bun-nies, Pot Shots, Snow Birds, Suckers, Sucker Shots."

In the next group, "Tip-off," with 34 votes led the list:

"Tip-off, Tap-off, Tap, Center Jump, Held Ball, Toss, Center Tap, Step-ins, Peeps."

In the next group, "Freeze" received the most votes:

"Freeze, Keep-away, Back Court Game."

In the next group, "Shifting," with 37 votes, led the list, followed by "Switching," which received 26 votes.

"Man-to-Man, Trading, Sliding, Ex-changing, Switching, Shifting."

In the next group, "Back Boards" received the highest number of votes:

"Back Boards, Bank Boards, Back Stops, Boards, Banks."

In the next group, "Baskets" led the list:

"Baskets, Buckets, Rims, Irons, Rings, Hoops, Nets, Strings."

In the next group, "Zone" received the most votes:

"Set, Mass Zone, Territorial, Accor-dion, Elastic Band."

In the next group, "Return Pass" led the list:

"Return Pass, 1-2 Pass, Shuttle Triangle."

In the last group, "Blocking" received the highest number of votes:

"Blocking, Checking, Picking Off,

Screening, Smothering."

Dr. Allen then requested that the members turn in to the Chair any further suggestions they had in regard to terminology, and the session came to a close at 5:20 p. m.

Saturday Morning Session

March 28, 1931

THE meeting reconvened at 10:40 a. m., President Andreas pre-siding.

President Andreas: We are here to discuss the rules this morning. I will ask Mr. Ruby, Chairman of the Rules Committee, to make his report.

REPORT OF RULES COMMITTEE

J. C. Ruby, University of Illinois

YOUR committee, consisting of a representative of each of the nine districts of the N. C. A. A. and the general chairman, has gathered information concerning the operations of the basketball rules during the 1931 season and recommendations for new rules. It is felt that this information is rather an accurate picture of the attitude toward the basketball rules in the country as a whole.

Team development in basketball is faddish. That is, a certain type or phase of the game is developed by an outstanding team and is then carried to excess by other teams in that section, causing trouble with the rules pertaining to that particular play. Simultaneously, other sections are experiencing trouble with other rules for the same reason. For several years, the East has been having trouble with the block rule, while last year in the Middle West the stall was of paramount importance. Because of this fact no general questionnaire was suggested. Instead, the district chairmen were asked to make up a questionnaire which would cover the vital points of the rules in their sections, and to secure information from the various other sources. Consequently, we have assembled the spontaneous reactions to the interpretations and needs of the new rules in the nine N. C. A. A. districts of the country.

For purposes of discussion, these reactions have been classified according to the rules rather than the districts.

It is suggested by the committee that the National Association of Basketball Coaches consider the following indicated suggestions, take some definite action and communicate that action to the Joint Rules Committee for its consideration:

I. Uniform interpretation of rules by officials.

Uniform interpretation of the rules

by the officials is a national problem. In practically every district report this matter was stressed the most. Mr. Lloyd Jordan of Colgate University reports that in New York State there is such a variance in the fouls which the officials call that it is impossible for the coaches to know what to teach their men. Mr. W. C. Cowell of the University of Florida reports poor officiating with a wide variance in interpretations. Mr. George Rody of Oklahoma A. & M. College calls attention to the fact that the average number of personal fouls in the Missouri Valley Conference is from 15 to 20, while in the Southwest Conference the average is 30 to 50. A team playing games in both conferences must change its style of play.

From this evidence, it seems imperative that our Association should not only thoroughly discuss and clarify the rules but should also adopt some means by which the interpretations can be communicated to officials.

A reliable source of information indicates that the National Federation of State High School Athletic Associations is contemplating the creation of a moving picture by which the rules may be interpreted and communicated to coaches and officials throughout the United States.

II. Stalling.

The reports from the districts make little mention of abuses in the practice of stalling. Mr. E. P. Hunt of Stanford University writes that the Pacific Coast has had no trouble with it whatsoever. Other committee members do not view the practice with alarm. Mr. Edward Hickox inserted four questions on stalling in his questionnaire with the following result:

"Stalling is smart basketball?" 75, "Yes"; 47, "No."

"Stalling as now used is detrimental to the game?" 55, "Yes"; 65, "No."

"Stalling is causing decrease in interest to spectators?" 63, "Yes"; 57, "No."

"Stalling needs to be controlled by rules?" 66, "Yes"; 56, "No."

So long as there is no greater sentiment than this against stalling there is little cause of worry.

In the Middle West last year, stalling was a serious problem, but little or none of the ridiculous first half stalling has occurred this year. In most every case the defense forced the issue as soon as the stall was begun.

Some committee members feel that the definition of "stalling" agreed upon last year by the association and later printed in the Rule Book accomplished its purpose in moulding public opinion against stalling. Oth-

ers indicate that the calling of the jump ball within five seconds in the back court (also recommended by the association last year) had the desired effect. No matter what the cause, stalling is not the menace to basketball popularity it was in some sections a year or so ago.

However, the possession of the ball attack is still quite prevalent in the Middle West. The total scoring of both teams in a great many games is 30 or under.

More publicity and still other rule changes will be needed to cure this potential menace.

III. The One Bounce Rule in the Back Court.

The one bounce rule in the back court has been offered as a rule which will prevent stalling. With the decline of excessive stalling, it is natural that sentiment should increase against the one bounce rule. Mr. Edward Hickox found only 14 in favor of the rule and 107 against it. Mr. R. A. Smith of Washington & Lee University found one for the rule and 10 against it.

However, Mr. H. V. Porter, a member of the Joint Rules Committee and Assistant Manager of the Illinois State High School Athletic Association, conducted an experimental game between two high school teams at the time of the Illinois State Tournament. The following conclusions regarding the game were voted by assembled coaches and officials immediately after the contest: 65 per cent thought the game would not be improved; 75 per cent thought that man-to-man defenses spread all over the court would result; and 60 per cent thought a faster passing game would be developed.

As a whole, the game was a disappointing experiment, there being no conclusive facts brought out either for or against the rule.

IV. Force Activity in the Game.

Mr. Ray Hanson of the Western Illinois State Teachers College makes the following suggestion to enforce constant play in the game and prevent stalling: He advocates drawing a line across the center of the floor parallel to the end line. Then, when a defensive team recovers the ball and has absolute control of it, it must advance it over the center line within five seconds or lose it out of bounds to the opponents. The ball may be passed back over this line, but after such a pass it must be advanced again over the line within three seconds.

V. The Pivot Play.

When a player takes a stationary position in the free throw lane or circle for the so-called "pivot block" plays, two problems result: First, a question of blocking occurs on the

part of both offensive men as they pass and cut around the pivot man. The second district is experiencing great trouble with this interpretation. Second, a question of a pushing foul occurs as the pivot man jockeys with the guard for position. In and near Chicago this problem is acute, and also in the East.

From the annual questionnaire sent out by the Joint Basketball Committee, it is evident the Committee desires advice on this particular phase of rule interpretation.

VI. Held Ball.

In some localities an objection is made because held balls are called too quickly, while in others not soon enough. One or two district representatives call attention to the fact that stalling can be broken up more easily if held balls are called quickly.

VII. Refusal of Penalty.

Mr. George Rody of Oklahoma A. & M. College suggests that, in cases where a defensive man momentarily checks and fouls an opponent who has the ball, the foul not be called until that player attempts to score. If he scores, he would have the privilege of refusing the penalty which would give him the free throw. If he fails to score he would, of course, take the free throw. This rule would apply only comparatively close to the basket.

This suggestion was discussed by this association in the 1930 meeting, but no definite action was taken.

VIII. Center Jump.

In the country as a whole there seems to be little agitation to change the center jump rule. Mr. Edward Hickox received the following vote in his district:

"The center jump should be changed?" 27, "Yes;" 85, "No."

"The center jump should be eliminated?" 19, "Yes;" 97, "No."

This vote represents the probable attitude of coaches over the whole country.

The report of the Rules Committee was accepted.

President Andreas: It has been customary in the past to take up these points, one by one, and discuss them and vote on them. If there is no objection, we will begin with the first of these points.

Mr. Ruby read again the point with respect to uniform interpretation of rules by officials and, after some discussion, it was regularly moved, seconded and carried that the National Association of Basketball Coaches ask the Joint Basketball Rules Committee to work out a solution for the uniform interpretation of rules by officials.

President Andreas: The second

point was on stalling. I will ask Mr. Ruby to read his notes on that.

Mr. Ruby read again from his report the comment on stalling. After some discussion, it was decided that, since stalling was gradually being eliminated and was no longer the menace that it formerly had been, this matter be passed over. It was then voted that the association reiterate its position on the question of stalling taken last year and suggest its being printed in the Rule Book again.

President Andreas: I will ask Mr. Ruby to bring up the next question.

Mr. Ruby: In order to get to the important ones first, I will not take these points in regular order.

Mr. Ruby read that part of his report dealing with the pivot play, after which he said:

It is evident that the Rules Committee wants advice on this. There is the question of blocking and picking a man off, and also the question of jockeying between the pivot man and his guard.

Upon motion duly made, seconded and carried, it was voted that no such term as "legal block" be used and that this be communicated to the Joint Rules Committee.

Mr. Towner: Mr. Chairman, may I merely ask this question for the information of the Rules Committee? I understand it, then, to be the consensus among coaches that what has been known as legal blocking is a desirable feature of basketball—because that will have something to do with the way that this is written up for the Basketball Guide?

Dr. Allen: An undesirable feature.

Mr. Tower: I understand that the coaches consider so-called legal blocking a desirable feature of basketball in passing this motion?

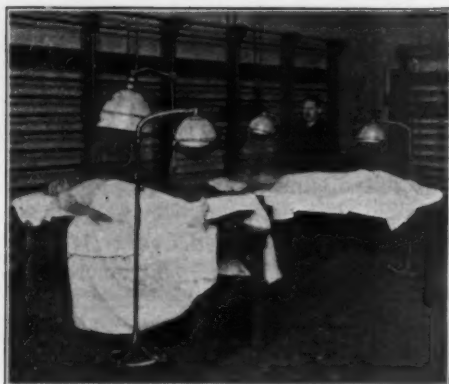
Dr. Allen: No; undesirable.

Mr. Tower: The term "legal blocking" you want thrown out. But I understand that you do not object to position playing that results in shutting off a man with the ball.

Mr. Ortnier: The motion was that no such term as "legal blocking" be used as a legitimate term in basketball.

Mr. Tower: I took the motion to mean that you are merely objecting to the terminology there but not objecting to what the terminology has covered; that is, you are objecting merely to using the word, so-called legal block, because it is contradictory.

Dr. Allen: And that blocking is a foul. As I made my motion, I took it that no such term as legal blocking could be used as a legitimate term. I would be perfectly willing to make



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a further motion that blocking is illegitimate, with the exception of the post stance, or positioning, or set. Any moving with the intention of blocking is illegal.

Mr. Tower: That is the very point I am trying to get at. It is the consensus here that the post block is a legal play?

Dr. Allen: Yes.

Mr. Tower: That is what is generally considered by coaches to be legal blocking.

After some further discussion, it was regularly moved, seconded and carried that it be recommended to the Joint Rules Committee that they draw up diagrams of blocks in different plays.

Mr. Ruby: The next point that seems important is the matter of the center jump.

Mr. Ruby read the comment contained in his report on the center jump. After some discussion it was regularly moved, seconded and carried that the question of eliminating the center jump be tabled.

President Andreas: The second question to be brought up in the matter of center jump is as follows: "If the present center jump is retained, do you think the court ought to be zoned in order to prevent crowding during the jump?"

The Rules Committee asks for an expression from the coaches on that point. Do you care to bring it up at all?

Upon motion duly made, seconded and carried, it was voted to table this matter.

Mr. Ruby: The next point is refusal of penalty.

It was regularly moved, seconded and carried, that this suggestion be rejected.

Mr. Ruby: The next point is the one bounce rule in the back court.

Upon motion duly made, seconded and carried, it was voted to reject this suggestion.

Mr. Ruby: The next suggestion is with regard to the center's held ball and the jumper's hand position.

It was regularly moved and seconded that when the play arm is not behind the plane of body on a jump ball a technical foul be called on the team violating such rule. This motion was defeated.

Mr. Ruby: The next question is this: "It has been called to the attention of the committee that there is no rule by which officials may penalize a team which reports on the court late in the game."

Mr. Ruby read additional data relative to this point contained in his report and then said:

I understand that, in the few cases that that has occurred, the official has refused to start the game when one team was not on the floor. I think it is too great a penalty, because one team in two minutes can score a lot of points if there are no opponents on the floor.

It was regularly moved, seconded and carried that the matter of penalizing a team for delay in coming upon the floor should be tabled.

Mr. Ruby: The next question is with regard to officials handling the ball in out-of-bounds plays.

Upon motion duly made, seconded and carried, it was voted to table this proposition.

Mr. Ruby: The next point is with regard to the calling of a personal foul and not awarding a free throw.

It was regularly moved, seconded and carried that this matter be referred to the Research Committee.

Mr. Ruby: The next point is with regard to higher baskets.

Upon motion duly made, seconded and carried, it was voted to refer this matter to the Research Committee.

Mr. Ruby: Those are all of the main questions. There is just one matter that I know is quite important to high school coaches. The suggestion is that in high school games the time between quarters be two minutes instead of one. That, however, is not in our jurisdiction.

Dr. Allen: Inasmuch as we are not a high school group, I wonder what authority we have to make suggestions for high school games. I am just wondering if the rules body would not take that up. I think that is in their province.

President Andreas: I believe you are right. Do you make a motion that this be referred to the rules body?

Dr. Allen: Yes, I would like to see it done.

The motion was seconded and carried.

President Andreas: Are there any other problems, Mr. Ruby?

Mr. Ruby: There are some other minor questions which I read but which have not been mentioned yet. I would suggest that, instead of taking them up now, the Chair open discussion on any other problems.

President Andreas: Are there any other problems in connection with the rules which any one would like to bring up at this time?

Mr. Tower: Mr. Chairman, may I merely ask for a vote from the coaches present as to what their attitude would be towards shortening the time-out periods to one minute? The point is that our game, as we all know, has too many interruptions, and I think

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there is a feeling among some coaches that one minute for ordinary time-out is enough, whether you are taking the time out to break up an opposing team's rally or for psychological effect. It certainly has its advantages as far as the spectators are concerned.

It was regularly moved, seconded and carried that the present time-out period of two minutes be retained.

President Andreas: Are there any other questions that any one would like to bring up at this time?

Upon the suggestion of Mr. Nat Holman, it was decided that there be referred to the Research Committee for consideration the ruling that if a personal foul is committed on a man outside of a specified zone who has possession of the ball, he be given a shot, and, if not, he take the ball on the outside and a personal foul be credited to the man who committed it.

President Andreas: Are there any other problems?

If not, I will ask the Nominating Committee to make their report at this time.

REPORT OF NOMINATING COMMITTEE Dr. F. C. Allen, University of Kansas

DR. ALLEN, on behalf of the Nominating Committee, presented the following report:

For President, Mr. A. A. Schabinger, of Creighton University.

For First Vice President, Mr. H. G. Olsen, of Ohio State University.

For Second Vice President, Mr. Roy Mundorff, of Georgia Tech.

For Third Vice President, Mr. H. B. Ortner, of Cornell University.

For Secretary Treasurer, Mr. A. C. Lonborg, of Northwestern University.

For Directors: Mr. H. C. Beresford, Dr. F. C. Allen, Dr. H. C. Carlson, and Mr. L. P. Andreas.

It was regularly moved, seconded and carried that the report of the Nominating Committee be accepted and the names submitted be elected unanimously.

Dr. Allen: It has always been our custom to have the President say a few words; and I am going to ask our retiring President to introduce the new President. (Applause.)

President Andreas: I just want to say, gentlemen, that I have enjoyed very much my work this year; in fact, not only this year but the several years I have been connected with the association; but particularly this year, because my duties have been such that they have brought me actually much closer to the group than I could have otherwise come.

I want to thank you men for the help you have given me, particularly the committees, and for your patience in

lasting out several very long sessions. I hope that the meeting has been interesting this year and that the program as arranged was one that was not only instructive but enjoyable as well.

As far as Mr. Schabinger is concerned, I have known him now for several years through our splendid relationships in basketball. He is a man every part of the way, and I know that we are going to have a splendid meeting next year and you can rest assured that Mr. Schabinger will arrange the work so that progress will be carried forward in this association.

Thank you. (Applause.)

ADDRESS OF THE PRESIDENT-ELECT A. A. Schabinger, Creighton University

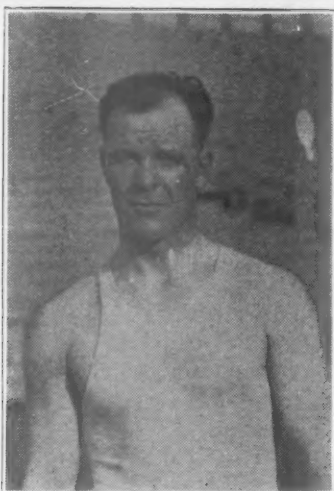
MR. ANDREAS and Gentlemen: I appreciate very much this honor. It has been my privilege since this organization was founded to work on various committees, and it has meant a great deal of pleasure, enjoyment and satisfaction.

I presume if I were to make a real acceptance talk that it would take me about an hour and twenty minutes, and I know you wouldn't want to hear it. So just let me say that I appreciate very much this honor, and I assure you I shall do the very best I can to carry on the work as it has been carried on by the past presidents. I realize that Mr. Andreas and Mr. Ortner have set an example this year that will be very hard to carry on next year, but, after hearing the names of those officers and directors, I am sure that with their help and the co-operation of the committeemen we will have no trouble in carrying on, because the organization has been satisfactorily started and there is now but the matter of its gaining momentum.

I am glad that the meeting was brought to New York City this year. We have had a number of men here who have never attended our meetings before. A number of the things that were brought up here have been talked about in the meetings of the past four years and have been referred to committees. The only thing I ask is this: that these men who are asked to work on committees actually work. I remember we asked certain individuals to try out in major games the elimination of the tip-off. When we came back to the following meeting, no one had tried it out. The next year, three or four had tried it out. I am in hopes that the Research Committee that is appointed will be very active and that all of these problems can be sent to them and we can have them work them out.

(Continued on page 42)

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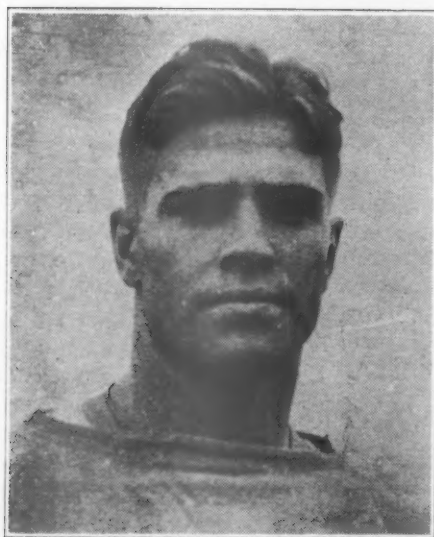
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A Philosophy of College Athletics

By John L. Griffith

THIS article is a continuation of "A Philosophy of College Athletics," begun in the January issue. In that number appeared discussions of *The Growth of American Sports and Athletics*, *Athletics Injuries and the Life Expectancy of Athletes*, *Conflict Between Athletics and Scholarship*, *Athletics and Education*, and *Intercollegiate Athletics and the Spectators*. In the February issue, the subjects considered were *The Commercial Aspects of Intercollegiate Athletics*, *Intercollegiate Athletics—Play, Work or Drudgery?* *Amateur Distinctions*, and *Professional and Amateur Athletics*. The April issue dealt with *The Competitive Spirit and Championships*, *College Coaches*, *The Alumni and College Athletics*, *Athletic Recruiting and Subsidizing*.

Democracy, Education and Athletics

THE functions of the college in an oligarchical society may well be conceived as differing from the functions of the college in a democratic society. In the former, only the members of the ruling class are eligible to enter the universities as students and those who do attend an institution of higher learning pursue their courses not so much with the idea of using their acquired knowledge of science, let us say, for the benefit of society, but rather so that they may enjoy as individuals the culture and education which they presumably have received.

The character of the society, then, in which the college finds itself affects the attitudes of professors, students and others towards the college. The American colleges have been influenced by our democratic society; consequently we quite generally agree with President David Kinley that "We should have trained followers as well as trained leaders."

Others, however, who take the German universities as a model—the model that was created by an oligarchical society—complain because our universities are unlike the German institutions of higher learning.

A democracy, further, may be sure

to have different attitudes toward college athletics or sports conducted outside the college walls than those held by people who have been influenced by an oligarchical or monarchical form of government. In ancient Rome, for instance, the best seats at the circus were reserved for the Emperor and the ruling class, while the plebeians and slaves were, so far as the seating capacity of the arena warranted, permitted to view the spectacles from less advantageous sections. In a democracy, it is impossible to consider the value of athletic games without giving some thought to the influence of these activities on society as a whole.

Stewart Sherman, in different articles which he wrote, expressed a philosophy of athletics in terms of our democratic society which is worthy of repetition in connection with this study. He pointed out that this is the age of stadium building in America and that our children's generation will see in the movement a religious significance not yet visible to us; and they will expatiate in glowing terms on the time when, with extravagant and sacrificial adoration of an ideal, our youth exalted the hardness of athletic games, and religiously subjected themselves to the rules and rigors of the games. Further, he suggested that the American people believe in athletic games, which means that they believe in playing the game according to the rules; in the discipline and rigor of training, and consequently they disbelieve in those things that are incompatible with athletic contests. He suggested that our American philosophy of life is expressed in terms of athletic asceticism and called attention to the fact that this word etymologically does not mean morbidity but rather suggests the joyous participation in the games and the sacrificial observance of the laws of health and the rules of the contest.

President Glenn Frank has stated that, as the majority of the American people lead a drab existence, they need color in their lives and that, since football is colorful, it is worth all that it has cost. Mr. George G. Brooks in an article in *Scribner's Magazine* not long ago suggested that our cities fill with routine workers whose each day

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is a monotony of repetition, so fast does the desire for motors, movies and sports increase. "Business and occupation become duller as the central control increases and . . . playing or watching games are merely an escape from the circumscribed routine of factory, store or office."

College athletics have caught the fancy of our democratic society whose people find in them not only an interesting divertisement but also a certain stimulation and in a sense an educational influence. If the games are properly played and conducted, as the games for the most part are properly played and conducted under present college auspices, their influence is good. The man who watches a college football game sees young men who are bona fide students in the institution which they represent, who have trained assiduously so that they may "run the race that is set before them," playing the game with a fine regard for the rights of their opponents and with due respect for the decisions of the officials; he hears the bands play patriotic airs, witnesses the exuberance of youth in the cheering sections and in his mind emulates the performances of the athletes. He co-mingles with his friends in the stands, meets his acquaintances, forgets business cares and for an hour or two at least becomes young in mind and body. Thus, football has added something in the way of color to the lives of such individuals as have come in contact with it.

The perfectionists, in whose minds the frailties of human nature of certain administrators of college athletics bulk large, perhaps forget that selfishness, greed, graft and dishonesty may be found in business, political and professional life in larger measure than in college athletics. After all, we have a higher standard for the playing of our amateur games than we have yet adopted for the conduct of our other human activities. A man may lie about his personal property or income tax, may prostitute public officials for private gain, and may commit devious and sundry offenses against society without losing to a marked degree his social position and professional standing, but if the same man were to pick up his golf ball out of a hole without counting a stroke, or to cheat at cards, he would be ostracized by his fellow beings. A palpable trick or unsportsmanlike conduct on the part of a college athlete wins the opprobrium and disclaim of the populace, while a fine act of sportsmanship is applauded. Whether our attitude towards sports can be traced to our Anglo-Saxon heritage or whether our attitudes have

been shaped by those who have played and administered our games, the fact remains that we do have a high regard for the manner in which our games shall be played. This being true, college athletics exert a beneficial influence on society. We have adopted such slogans as "Fair play," "It isn't cricket," "Hit the line hard but don't foul," and "Play the game." Thus the philosophy of the playing fields of America is in a large sense becoming a part of our American philosophy of life. Stewart Sherman was right in suggesting that the ideals of the Puritan and the ideals of the Cavalier have been superseded by the ideals of an athletic asceticism.

After all, a people must be judged not so much by the things that they have but rather by the things that they do and by that in which they believe and from which they secure enduring satisfaction. The American people believe in clean athletics, and, since the bulk of the amateur athletics of the country are sponsored by the schools and colleges, this means that they believe in the athletics that are promoted by the educational institutions. These athletics are susceptible of improvement. They may be used in a larger way in shaping the attitudes of the American people, which means, in short, in creating a philosophy of life, a better philosophy than we have yet had.

Summary. The purpose of education and of athletics in an oligarchical society is different from the purpose of similar institutions that are to be found in a democratic society. This is a democracy in which we are living, and, consequently, our educational and athletic ideals, aims and purposes should be conceived in terms of their relation to the society which influences and shapes them. On the other hand, any human activities that reach the majority of our people may have a beneficial or a deleterious influence, depending on the quality and character of the activities in question.

There is far more good than bad to be found in our present system of college athletics. They are on an infinitely higher plane today than they were ten, fifteen or twenty years ago, but they can still be improved. The improvement that is sure to take place in the administration of college athletics, however, will be effected by constructive and not by destructive means.

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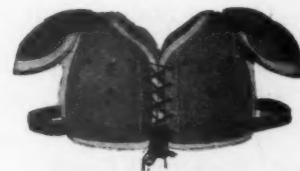
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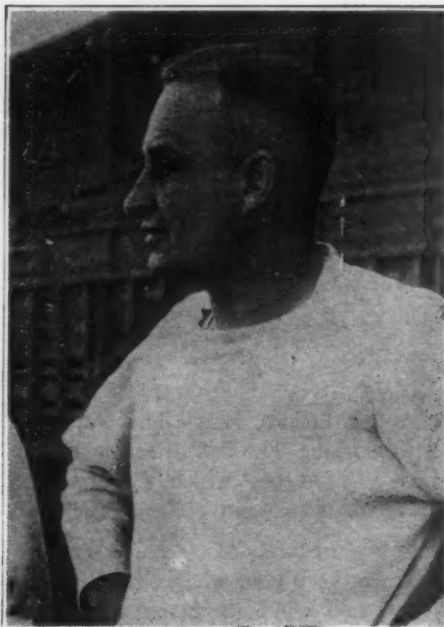
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to relate to the service that the college may render to society rather than as a means of glorifying education, or the individuals who are affected by college education.

In such a department the students who are subnormal physically will be served through the agency of the orthopedic department to the end that those affected may enjoy life more abundantly and at the same time may more adequately render service to society.

The freshmen, or whatever group of students may be required to attend the basic physical education courses, will be taught the science of living that they may so order their lives as to observe the laws of health, sanitation, diet and exercise. They further will be given some instruction in such sports as may be of benefit to them when they have been graduated from college and have taken up their life duties in the several communities in which their lot may be cast.

The students who cannot carry the full scholastic load and at the same time devote more than a few hours each week to recreative sport; those who do not desire to train intensively or to excel in athletics; and those who for sundry other reasons wish to engage but lightly in athletics, will be served by the intramural department. The objectives of this department are primarily recreative.

The superior athletes or those who aspire to athletic excellency, providing that they are better than the average students scholastically and consequently for this and other reasons are free to attend a minimum of three practice sessions a week in athletics, will be served by the intercollegiate department. The objectives of this department are primarily social. Those who participate receive social benefits, and the influence of the activities of which they are a part affect society directly.

An ideal department in a university where athletics are considered as being educational in content will be administered in the same manner as will the other departments of the university. If the students, faculty and alumni employ the professors of English, science and history, then committees representative of these groups may also employ and discharge the athletic instructors. If, however, the deans of the several colleges are employed by the governing board acting upon the recommendation of the president, then the director of the athletic department should be selected in the same manner. Further, if a member of the college faculty is selected upon the recommendation of the dean of the

college made to the president, and by the president to the board of trustees, then the director of athletics should likewise be held responsible for the selection of his staff.

An ideal department cannot exist unless those who are responsible for the educational policy (including athletic policy) have the proper conception of the meaning of education and the place which athletics are to occupy in the educational scheme. If the university educative authorities have the modern conception of education and since they are, or should be, responsible for a modern department of athletics, it naturally follows that the director of athletics who is selected will be one who is qualified to carry out the educational policies of the university. Such a man would have the proper attitude toward the general question of athletics, which attitude would coincide with those of the university administrators.

An ideal department would have the sympathetic support and interest in the alumni, who in their undergraduate days learned to appreciate the real value of athletics and the other departments of the physical education system, and who have set as high a standard of athletic conduct on the part of their university as they themselves observe in their own games and sports. No alumnus who understands his true relationship to his university will insist on attempting to interfere with the university executives by trying to dictate university policies or procedures.

The men who constitute the staff of instructors in an ideal athletic department, appreciating the true ends and aims of education and realizing that it is their duty to serve the interests of those students who not being subjected to undue influences have elected to enroll in the university in question, will not by unethical means attempt to induce athletes of promise to enter college with the idea of enhancing the athletic prestige of the college or its teams.

As an ideal university serves abundantly the interests of the society of which the university is a part, so an ideal athletic department in such a university will likewise operate to serve the lives of the commonwealth and those in contiguous territory. In other words, such a department would not operate to serve the selfish ends of individuals, groups or interests. It would recognize that the spirit of education lies in giving and not in getting, and that a physical education department serves unselfishly those who constitute the athletic life of that section reached by the influence of the



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To Whom Does College Football Belong?

THE question of ownership, control or responsibility in or for a college game was never raised in the early days of the sport. A few of the students in those days usually decided that they would like to play football, for instance, and they organized, coached and managed their own team. The faculty did not exercise any proprietary interest in the activity. There were no former players; the alumni were not interested; the newspapers and the public paid little or no attention to the sport; the officials were selected from persons who might be found on the side lines; and the game was played by and for the eleven players and a few substitutes.

Now that college football has assumed its present proportions the coaches and officials have become important factors in the development and conduct of the game. The university authorities have exercised a certain amount of control and guidance, the former players and the alumni generally are interested in the sport and the game itself has attracted widespread interest throughout the several communities in which the games are played.

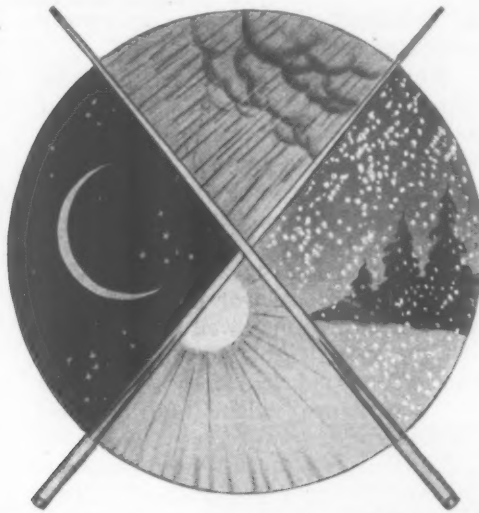
There is seldom, if ever, any question raised relative to the benefits of or responsibility for such sports as swimming, tennis, golf, or college baseball. Since football, however, is a spectacular institution, and one that bulks large in the public eye, different individuals and groups of individuals willingly would assume the responsibility of controlling or administering the game. In most cases, those who attempt to assume the control of college football or attempt to dictate the policies are not animated by hopes of financial reward. Rather, they are attracted by the glamour of the game and they hope somehow to receive some of the reflected glory of football and perhaps add to their own sense of importance and prestige from the power which they may have or which they would exercise over administration of football.

Since football occupies its present place of importance in the collegiate world as well as in the field of amateur sport, it is pertinent to inquire, To

whom does college football belong? In order to answer this question intelligently it is necessary to consider, first, what individuals or groups are benefited by football, and, second, what individual or groups of individuals should be vested with the control of the game. In the last analysis, the person or persons who have authority to employ or discharge the football coach and to shape the football policies may be said to exercise administrative control of the game.

As football in the beginning was conducted solely as a student enterprise for students, especially such students as engaged in the sport, so now intercollegiate football should be considered primarily from the standpoint of those who constitute the athletic life of the colleges; namely, the players. If college football is not conducted in such a way as to benefit the men who participate in the game then there is little or no justification for the game. A certain amount of benefit, it may be assumed, accrues to the players. Whether the players should be vested with the responsibility, however, of administering college football is another question. It was a comparatively simple matter for the players to employ their own coaches, make their own schedules and manage the financial details connected with their sport in the days when football was simple of administration; but in these days when large sums of money are handled, when long trips are sometimes scheduled and when football has come to be considered as a part of the educational plan, the responsibility for the administration of the game should not be placed on the shoulders of the boys who are carrying a heavy scholastic load and at the same time playing football.

The former players certainly have an enduring attachment for the game in which they at one time engaged. They still get a great deal of pleasure out of following the college team and undoubtedly receive some benefit, which comes from a manifestation of interest and loyalty in the athletic affairs of the college. If college football is to be considered solely as an extra-curricular activity, many good reasons might be advanced as to why the ex-players should be given a certain amount of control at least in the game which they had a hand in establishing, and in which they are still tremendously interested. College football, however, is educational in content. Consequently, the administration of this department should be vested in the same responsible authorities who are charged with the duty



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of administering other university activities and affairs.

What may be said regarding the benefits and control of football so far as the players are concerned may also be applied to the general alumni. An alumnus, it may be assumed, is proud of his institution if that university or college because of the character of the work that it does has a high ranking in the educational world. In the same way the alumni may well feel proud of Alma Mater if athletics in that institution are conducted successfully and in accordance with high ethical standards.

The coaches more and more have become an important part of college football. Certainly no one, however, will suggest that college football is conducted for the benefit of the coaches. They, however, are quite properly given a great deal of authority in connection with their conduct of the activities over which they in a large sense preside. The coaches have first of all a responsibility to the players, they certainly have a responsibility to the institution with which they are connected and in an indirect way they are responsible to the general public of which the university is a part.

There have been instances in which the officials have assumed a place of importance out of proportion to their connection with the game. For the most part, however, the college officials have taken the attitude as outlined by Mr. E. K. Hall, Chairman of the Football Rules Committee, which is this, "We are older players who are on the field during the game for the purpose of helping the younger players with their sport." Such an official does not assume to criticize the work of the coaches or players and does not give the impression that the game belongs to him. Certainly, football is not conducted for the benefit of the officials and the responsibility of the latter to the game ends when the game is finished.

Football when properly conducted is a benefit to society. If the contest serves to bring large numbers of people together and if these people witness fine contests played in a sportsmanlike manner by bona fide students, the contact with the game so far as the general public is concerned is wholesome in its results. In the last analysis an agricultural college does not teach agriculture primarily for the purpose of benefiting the university of which the agricultural college is a part and, further, it does not conduct agricultural courses solely for the purpose of serving the interests of the students thus taught. Rather, we may

say that agriculture is taught for the purpose of improving agricultural conditions in the states in which the institutions in question are located. In the same way all of the departments of the university that have been created by a democratic society, it may be assumed, conduct courses in chemistry, literature, history, and physics with the thought that thus society is served. The influence of college athletics likewise extends beyond the campus and in this sense the general public receives certain benefits from the game. Since, however, the university presidents, the deans, and members of the faculty are not selected by referendum of the people but rather are chosen by the boards of trustees or the regents, who in the case of the state universities, are representatives of the people, so it follows that the general public has no immediate responsibility in the control of college athletics.

College football, of course, is not conducted as a means of benefiting the members of the instructional staff. The instructors and professors are employed rather to serve the interests of their students and of the people in the sections of the country who are influenced directly or indirectly by the work of the college. The faculty in a large measure, however, has certain responsibilities in the matter of safeguarding academic interests and in striving to maintain a balanced program. The faculty, therefore, should have the final decision on such matters as when the games may be played, how many games there should be on the schedule, and whether the athletic trips will interfere with the academic work of the college or not. In some universities, the faculty men of the different colleges elect their own members. In others, the board of regents makes the appointments on the recommendation of the president of the university and the dean of the college. In these institutions the dean of the college may consult the members of his faculty or not, but constitutionally he has the authority to place his recommendations before the president. Since college football should be administered in the same manner that other departments of the university are administered, the coaching staff should be selected in accordance with the general plan that is followed in employing or discharging professors in the several colleges.

The chief executive of the university in the last analysis is responsible for the work done in the different departments and colleges. He does not as a general rule ask a committee of chemistry students, of alumni or busi-

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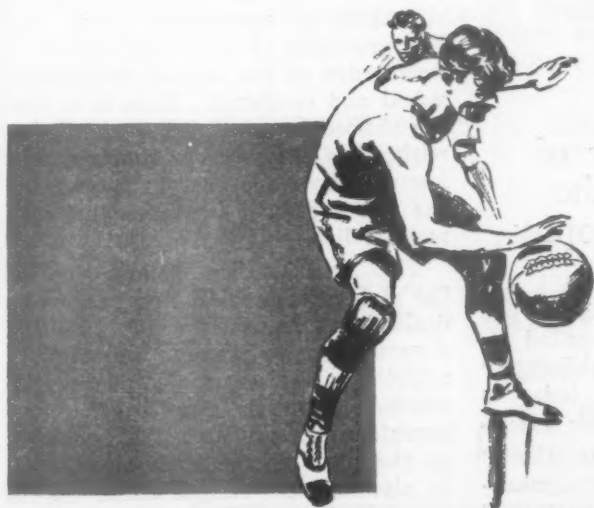
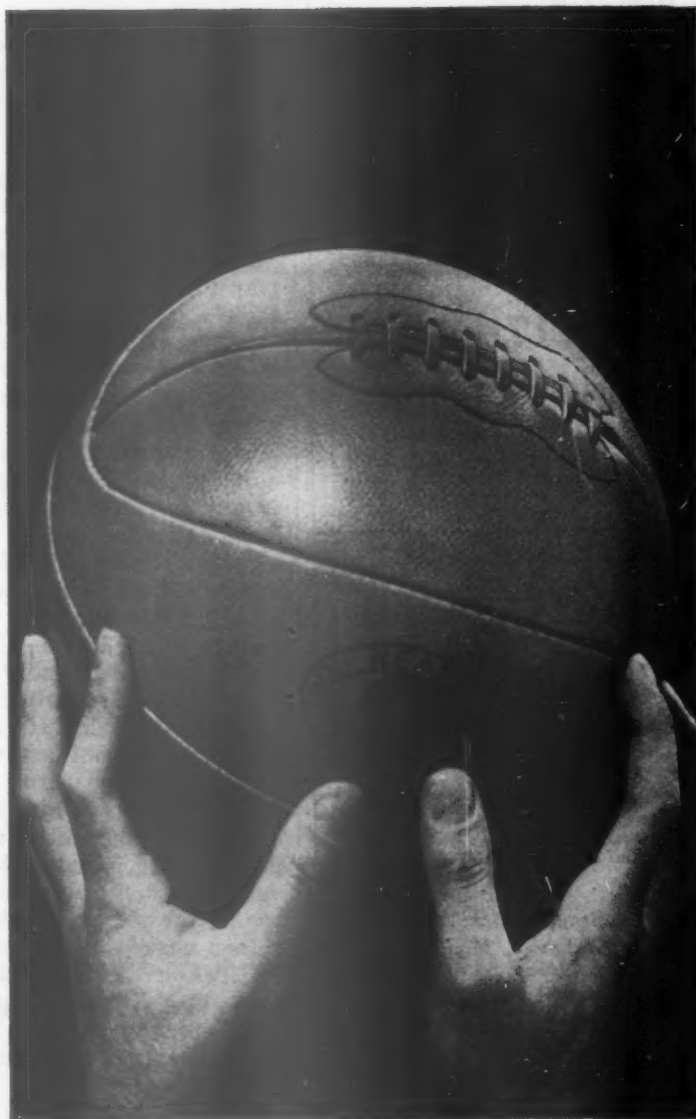
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ness men to select the head of the chemistry department. In the same way he will not, unless he thinks of football as an extra-curricular activity, entrust the employment of football coaches to groups of students, alumni and faculty.

Summary. Football belongs in a greater or lesser degree to the players, the ex-players, the general alumni, the public, the coaches, officials, faculty and the university administrators. The control, however, should be vested in the same authorities who are entrusted with the responsibility of administering the other departments and activities of the university. If the alumni assume the responsibility of administering college football, trouble inevitably ensues. If the officials believe that they have the right to speak with authority regarding other than their several duties during game time, there is difficulty. If the coaches lose sight of the interests of the boys who play football, if they do not correlate their activities with the activities of other departments in the university or if they become temperamental and lose their true perspective of the game, the interests of all the others who are connected with football are quite generally lost sight of. If the faculty men make the mistake of believing that football or any other college activity is conducted primarily to add to their prestige rather than believing that their true worth will be measured in terms of the service which they may render, then the interests of society will not have been truly conserved. If self-appointed groups of alumni assume to dictate the policies, the result is inevitably disintegration of university authority and the development of an unbalanced program. It is only when all of the various individuals and groups who are interested in football work together unselfishly and modestly with the idea of developing a fine institution which will serve the players and benefit society in general that football approximates its highest stage of usefulness.

The Philosophy of Athletics and the American Philosophy of Life

PROFESSOR SHERMAN, as has already been suggested, called attention to the fact that the philosophy of the American people of today is expressed in terms of athletic asceticism. Others have seen in the athletic developments in this country a meaning that has escaped the notice of

those who think of an athletic contest solely as a sporting event, while others have been so engrossed in the consideration of the problems incident to athletics that they have not looked for the deeper significance in this very human institution.

Years ago, Mr. Harvey Ingham, in the editorial columns of his paper, called attention to the fact that the American people have a higher regard for the manner in which their games shall be played than they have for the way in which other human activities are conducted. He called attention to the fact that, when a boy in a college track meet reports to the starter at the beginning of a 100-yard dash, this boy realizes that he will be given an honest start, that he is guaranteed an unimpeded path and a just award at the finish. He suggested further that, when the time comes that we can guarantee the boy who is starting out in his life work a fair start, an unimpeded path and a just decision at the end of his race, many of the political, economic, and social ailments which beset society will be ameliorated.

Mr. Ingham's philosophy is worthy of careful consideration. Certain it is that the man who cheats at cards or in a golf game is socially ostracized. No American crowd would applaud a hurdler who won a race by running around the hurdles instead of clearing the obstacles. Unnecessary roughness or unfair play, whether in the prize ring, in a professional baseball game or in a college athletic contest, is invariably greeted by vigorous and vociferous disapproval on the part of the spectators. At the same time, we frequently return to office public officials who are known to have misused public funds, and the man who lies about his income tax or his personal property when visited by the assessor is, for the most part, not discredited by his fellow men. When a trade or industry sets up standards of competition, invariably the principle of fair play which is manifested on the athletic fields is invoked and emulated. Thus it is that the philosophy of athletics and sports with all of their implications is playing an important part in influencing the philosophy of business and commercial life.

The Americanism Commission of the American Legion five years ago decided as a means of teaching Americanism to promote and conduct athletic games, especially during the summer months, for boys under seventeen years of age. This decision on the part of the American Legion is significant. Americanism differs from Italianism, Frenchism or Ger-



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manism not with respect to material things, such as national wealth or national institutions, but rather with respect to certain attitudes of life. The spirit of a people, together with their philosophy of life and their understanding and belief in the rights of the individuals, is responsible for the character of their churches, schools, business and governmental organizations. The Legionnaires manifested an understanding of the fundamental needs of the American people and an appreciation of the fact that as a people think so are they, when they decided to teach Americanism on the playfields of this country.

President Hoover in his address delivered at Kings Mountain, South Carolina, on October 7, 1930, stressed in unmistakable language his belief in this conception of the philosophy of America. In the beginning of that memorable address he stated that he was "to speak upon the institutions, the ideals, and upon the spirit of America." "Within this land," he said, "there have been built new and powerful institutions designed of new ideas and new ideals in a new vision of human relations." He called attention to the fact that the American men and women have not prospered alone as the result of riches and lands or forests or mines but rather that it was because of the ideas and ideals which liberated the mind and stimulated the exertion of the people. Further on in his address, he likened other systems and philosophies of life to a race in the following words:

"In the American system, through free and universal education, we train the runners, we strive to give them an equal start; our government is the umpire of its fairness. The winner is he who shows the most conscientious training, the greatest ability, the strongest character. Socialism, or its violent brother, bolshevism, would compel all the runners to end the race equally; it would hold the swiftest to the speed of the most backward.

"Anarchy would provide neither training nor umpire. Despotism or class government picks those who run and also those who win."

When the President of the United States illustrates his idea of the true philosophy of America by examples taken from the athletic track and field, not only does he speak a language that is understood by all but, further, he adds emphasis to his point because of the fact that the American people are fond of their athletics and because they believe in the principles, ideals and spirit of a fairly contested sport or game. No one would suggest that the boy who

has trained faithfully and honestly, and, consequently, has paid the price for victory, should be handicapped so that the other boys who have not trained so diligently and have not prepared so conscientiously might be permitted to win the quarter-mile run. In this country, every effort will always be made to see that the competitors in the race have an equal opportunity, but the people as a whole will not waste maudlin sympathy on those who fail because they do not deserve to win. In a different society, where athletics have not bulked large in the group consciousness, there may be some success attendant upon the efforts of those who would accomplish their purpose in accordance with a philosophy of endeavor that is incompatible with the American philosophy of athletic achievement.

The American people believe in democracy. Our amateur athletics are democratic. It matters not in college athletics whether the candidate for a team comes from the family that lives in the house on the hill or from the family that lives in the home down back of the yards. The roster of American college football teams is replete with the names of newer Americans, boys whose fathers work in the mines, in the shops, or who fire the furnaces. On the athletic field, men are judged not by the social rating of their families but rather are judged by their own qualities of manhood.

The American people believe in co-operation, they agree with the idea that the individual must be allowed to develop, gain power, and to exist without coming in conflict with the needs, the interests, the ambitions of the many. In our team games, every attention is given the individual because the coach realizes that the team can be no stronger than the individuals who compose it. At the same time, no athlete can expect to succeed if he forgets for a moment the corporate rights and interests of the team of which he is a part. This philosophy of the rights and interests of the individual has permeated our whole American philosophy in its conception of the relationship between the individual and society.

Conclusion

NO man has ever written, nor will any man ever write, the last word on American college athletics. In the foregoing articles, an attempt has been made to show that an individual's philosophy of athletics must in the main correlate with his philosophy of education, and his faith in society and American civilization. Further, his thinking along

these lines will be affected by his own conclusions regarding the purpose of life and what constitutes success in life. This statement of one man's philosophy of athletics has been written without conceit, because he has not assumed to settle the many controversial questions involved. It has been written rather for the purpose of crystalizing his own thinking so that he may the better judge whether he has been honest in his thinking and with the hope that any false deductions will be challenged. With this in mind, perhaps the writer will be pardoned if, in the final article of this series, he presents his own confession of faith in athletics, even though he may offend by the frequent use of the personal pronoun.

I believe that any man who has approached middle age, or the period beyond middle age, may be considered to have accomplished a worthy life purpose (in other words, be entitled to be considered as having made a success of his life) if the following questions concerning him may be answered satisfactorily:

1. Has he learned the science of living in terms of health, strength, and bodily vigor, and has he applied his knowledge wisely? In other words, what is his health record?

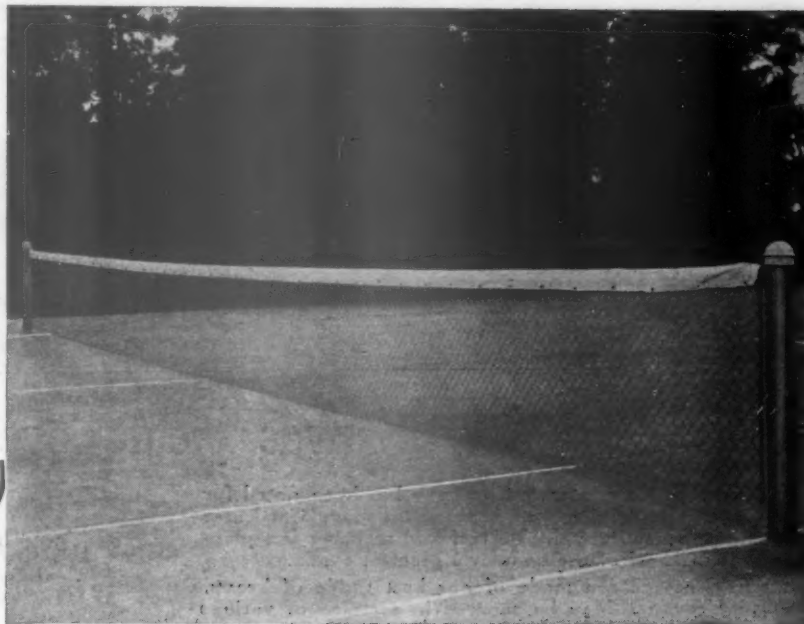
2. Has he been engaged in a learned profession, or held a position of responsibility, or rendered recognized service in a social service agency, or held a position of influence in the nation, the state, the community, the city, the army, or the navy; that is, what has his employment record been?

3. What is his approximate income? May his service to society be measured by the payment that society is making him?

4. What is his general character? Has he fittingly observed the laws of God and man and so lived as to deserve his own self-respect and that of his fellow man?

I believe that there is far more good than bad in my fellow beings; consequently, I believe that the majority of the men and women who constitute American society are for the most part honest, industrious citizens who are motivated by worthy aspirations and who desire to play the game of life fairly.

I believe that, since all of us are so heavily indebted not only to heredity but to environment and to the fact that our possibilities have been developed largely in the years of youth, very few men ever pay their full debt to society. Education should be considered as a means of assisting as many persons as possible to pay their debt to society. Until some one



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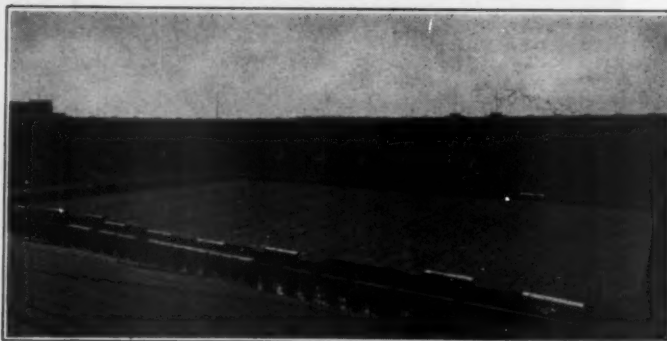
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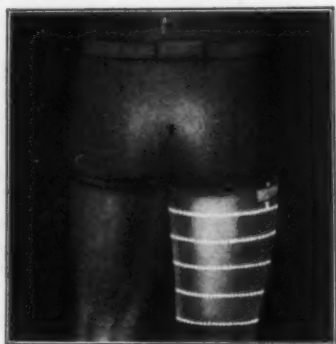
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has better stated it, the objectives of education as enumerated by the National Education Association may be accepted.

I believe that college athletics (college athletics used as a general term to apply to all of the activities of the department of physical education) are of value in maintaining health and physical fitness; that they are of value in teaching young men to use their leisure time in the right way; that college athletics with their many implications and ramifications may serve to help sustain successfully certain definite social relationships such as civic, domestic and community.

It may not be possible to show conclusively that the study of French, or Latin or algebra or geology has definitely contributed to the attainment of such objectives as "worthy home membership," "worthy use of leisure time," "the command of fundamental processes," "citizenship and ethical character," yet I believe that the study of these and other subjects does contribute toward those objectives. So, while it may not be possible to prove that, if a boy not only learns the value of, but practices, loyalty, unselfishness, co-operation, persistency, concentration, respect for the rights of others and respect for the rules of the game, the attitudes and training acquired on the playfields will carry over into life situations, yet I do believe that somehow or other there will be some such transfer of training. I believe that, if, in the home or on the athletic fields, boys are taught to lie and steal and cheat, there is danger that they may lie and steal and cheat when placed in other situations in other places. Further, I believe that the boy who in his athletics learns to play nobly, to lose gracefully and to win with becoming modesty will be a better citizen because of this.

I believe that athletic spectacles may be so conducted as to benefit in many ways that have already been cited the spectators at the games and those who read the accounts of the games and the deeds of the athletes. In this connection, I believe that it is well for our people to read in the daily press accounts of those who have won. Especially is this true because those who have made a failure of life—the suicides, criminals and law-breakers—in other words, the losers, are highly publicized by the newspapers. The sports pages, however, are replete with the records and accounts of the winners in the athletic games.

I believe that it is better that our national attitudes toward and ideals of sports should be shaped by amateur

athletes and amateur athletic organizations than by the professional sports interests.

I believe that amateur sports should be conducted as a philanthropic-commercial rather than as a mercenary-commercial enterprise; that coaches, college professors and ministers should be paid salaries adequate to enable them to live comfortably, to clothe, feed and educate their children and in addition to establish their own old-age pensions.

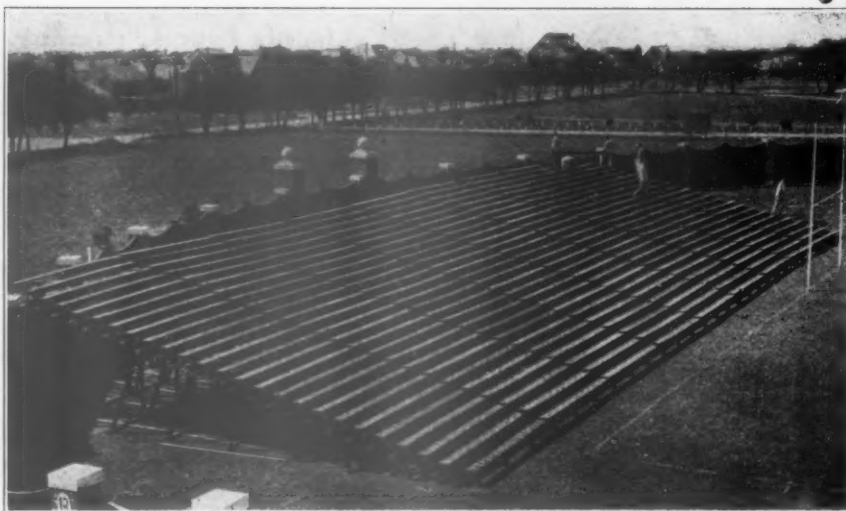
I believe that the objectives of amateur athletics are more compatible with the objectives of education than are the objectives of professional athletics. Further, I believe that, since sports that are largely professional ultimately are discredited, and consequently decline, the sports in which school and college boys participate should be kept amateur in character.

I believe, in the words of Dr. Kennedy, "that the administration of college sport should be entrusted only to a governing agency that is continuous in time and responsible in character." If athletics are educational and are a part of the program of education, then they should be administered not as an extra-curricular activity but as an educational activity. This means that I believe that the athletic director and the athletic staff should be selected by the same process that the heads of other departments and the college staffs are selected. In short, I believe that, as the college deans and professors in the last analysis are responsible to the university president and board of regents, so the director of athletics and the coaches should likewise be responsible to the same authorities.

I believe that, since in the case of the endowed colleges the alumni elect the members of the board of trustees and in the state university the citizens elect the board of regents, dictation in the matter of the employment of athletic instructors by small and unofficial groups is not conducive to wise administration of university affairs. I believe, further, that, as athletics are given a place in the university group along with such newcomers as education, journalism, business and commerce, agriculture, mining, engineering, art and religion, the efforts to control college athletics on the part of unofficial enthusiasts will diminish.

I believe that, since athletics are only a part of a college education, only such students as can afford to give the necessary time to it, in other words, those who can carry their scholastic work satisfactorily, should be permitted to compete in inter-

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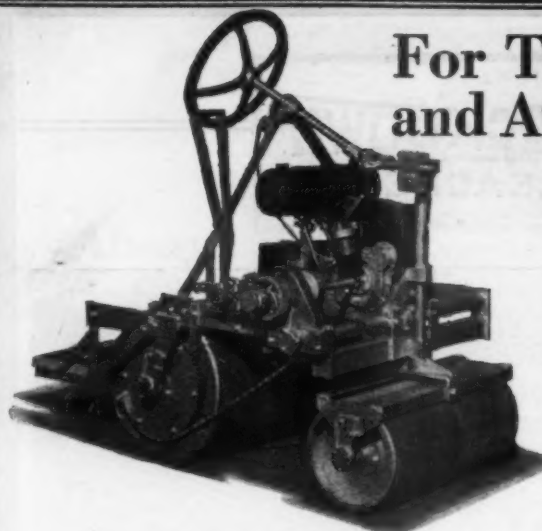
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collegiate contests. Further, I believe that restrictions relative to schedules, the length of the season, the number of years of participation, etc., are necessary to conserve the interests of a well-balanced educational experience.

Finally, I believe in the college presidents, the faculties and the boards of trustees who are serving unselfishly the interests of their fellow men, and I believe in the athletic directors and athletic coaches as a class, and in those who constitute the athletic life of this nation.

The High School Athlete

By Paul "Bob" Fitzke

Coach, Central High School,
Scranton, Pennsylvania

THE "athletic heart" is one of the most difficult problems with which the high school football committees and coaches throughout the country have to contend. Between the ages of fifteen and twenty, the adolescent youth is growing at a tremendous pace, and, as a direct result of this, the heart is under a terrific strain. Because of this weakness, many boys of high school age are barred from participation in sports.

Another problem to be dealt with is that concerning physical weaknesses, sometimes so minor that they are not readily discerned, of many boys who are already participating in sports. To avoid serious or fatal injuries, such a boy should, of course, be barred until further notification, and should not be made eligible again until he has secured a doctor's certificate. This gives rise to another complication, for if such a boy should, while playing, receive an injury that proves serious or fatal, the blame is placed upon the school physician, or upon the person who issued the document, which again is unfair.

Turning to the subject of scholastic ineligibility, another serious problem, many of those students who receive low grades and are declared ineligible are made to feel that they have only themselves to blame, when, in reality, a great many failures of this sort may be traced to nature or circumstances beyond his control. The average high school boy arises at seven or seven-thirty o'clock in order to get to school on time. Considering the fact that the student is mentally engrossed six to seven periods of the school day, it is only natural that he should be mentally fatigued when the last bell rings.

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for two or three hours more he is out on the field, returning home to a cold dinner, about which he is too much a thoroughbred to complain. After dinner his studies await him, and, if he is of the average type, he will be too tired to concentrate sufficiently to complete his work in the proper shape for his next day's lessons.

Arriving in class without his lessons prepared, he is censured, and, rather than make up an alibi, he takes his medicine like a man. The final result is a low grade, which bars him from sports. Aren't coaches justified in pleading the cause of such an individual? What, then, is the solution?

A true American high school boy athlete will faithfully pledge to his coach that he will do his studying during the regularly prescribed study periods, and not waste his time. He will also promise to listen attentively to all that goes on during the recitation period. The majority of coaches can exact such a promise if they will make the boys realize that to sit in class and study periods doing nothing and paying no attention is much more tiresome than keeping their minds occupied and listening attentively.

There are two angles of football to be weighed in the balance. First, what does the coach get out of the game? Caring for his men and teaching them to cooperate with him and in time, if he is a good coach, winning their love and respect, his reward comes when his team wins or puts up a particularly good fight. Should his men lose, he experiences even a greater reward if they take it in good spirit.

But what does the boy get out of football? He experiences the thrill of playing; learns co-operation, team play, sportsmanship and consideration for others; he develops a strong physique. All of these things help to build character. Young athletes in their formative periods can be taught all of these by the worth while coach, who can use his influence to aid his boys in commanding a character that is above reproach in every respect.

The advantages of athletics are manifold. The boy is kept busy after school in clean, fine sports, instead of mixing with individuals of dubious character and using his spare moments in unconstructive and often harmful play.

There are those who offer the objection of the injuries liable to be sustained by the average athlete. But statistics prove that accidents of this nature are greatly overshadowed by careless mishaps such as those caused by automobile collisions and the like. We read about them every day; the

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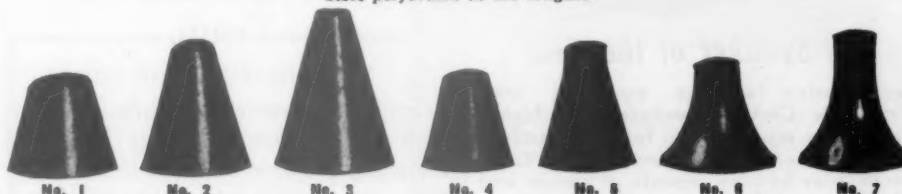
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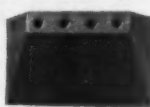
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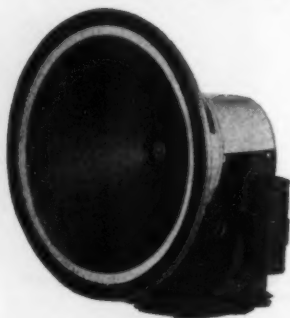
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papers are full of them, but from the thousands of athletic teams in action throughout the country, very few casualties are reported.

Participation in sports offers an incentive to greater development, for, with high school over, the average athlete looks ahead towards college as his next goal. Upon graduation from college, the athlete sees the business world loom ahead as the next obstacle to be overcome, but by this time he has been thoroughly trained to meet such obstacles and to think clearly on how best to deal with them. As a result, he is able to assume his place in this new world without fear, and is a challenge to his associates. With the aid of his finely-edged sense of balance, the result of athletics, he is able to continue to hold his own in the greatest game of all, where only the fittest are able to survive.

Fifth Annual Meeting of the National Association of Basketball Coaches

(Continued from page 22)

I presume at this time there is some other business that should be carried on.

We would like to have suggestions as to where the meeting next year should be held.

One of the members suggested that, in view of the fact that the Olympics would be held on the Pacific Coast next year, the Sixth Annual Meeting of the National Association of Basketball Coaches be held there.

There being no further business, the meeting came to a close at 1:45 p. m.

Building a Baseball Team

(Continued from page 6)

yearly improvement. They are getting better wood in their bats and adopting our models. Yet their physical make-up is against long hitting—not much over a double—and today our outfielders play them for short hits, thus keeping down their batting average.

Base running has been a most interesting feature of the Japanese game. The players are as quick as cats and tricky. They have fast get-

aways, clever feints and fade-away slides. They make up for their lack of fast running speed with quickness in starts and stops. When the Japanese coaches start the chatter in their native tongue, Look Out! for they can surely upset an infield. Nipponese players are great students of our game. This past winter two of the leading coaches of the Japanese universities visited our Big League training camps in the South and studied the latest angles of the professional game, and will shortly coach their pupils back home in the latest methods, especially in pitching screw balls and hitting them a mile.

What About a Free Gate?

(Continued from page 12)

tion of \$250,000 for a physical education building at one of the state institutions for higher learning. During the course of the discussion one member of that august body representing the American people cried in a high nasal voice, "Let 'em saw wood for their physical education. That's what I did when a boy. This physical education business is all 'poppycock.'" Of course, he had failed to note changing social conditions, the drift to the cities, and he had never investigated the possibilities of moral and social education through physical education. The influence of tradition, custom, and false doctrines persists so strongly that hope for adequate support by appropriation seems impossible.

It is true that graduate managers have borrowed ballyhoo methods of stimulating ticket sales from the late Tex Rickard (who succeeded in stimulating interest enough to get over a \$1,500,000 "gate" at one fight). Graduate managers have devised some methods of their own, too. No great harm comes from this except among those rare athletes who come to regard athletics as the only thing in college life. Most boys see clearly and remain unsullied and modest through it all. A good deal of harm comes when unethical methods are used to get winning teams. Proselyting of athletes, subterfuges, dishonest practices and the spirit of "anything to win" harms the boys, for unfavorable social attitudes are developed. If athletics are sanely and cleanly conducted, the amount taken in at the gate affects the situation not at all.

Tie Football Games

By J. Speelman

Supervisor Physical Education, Public Schools, Lansing, Mich.

(A Proposed Method to Decide Tie Football Games)

IF, at the expiration of the regular game time, the score of the two competing teams is tie; the winning team shall be declared in the following manner:

1. After a two minute rest during which no substitution shall be allowed and during which time the referee shall toss up a coin between the two opposing captains to decide who shall have the choice of offense or defense (decision shall also be made regarding field or wind conditions, conditions in each case to be same for both teams).

2. Each team without making any substitutions in this overtime play, except in case of injury, shall be allowed to execute four offensive plays.

3. But one of these four executed plays shall be a kick (drop or place kick).

4. On each of these four plays the ball shall be put in play from a scrimmage on the five yard line.

5. Each of the four executed plays shall be rated or scored as follows:

(a) Kicking a goal from the field scored or rated five points. If a kick fails to score a goal, the ball is dead. A blocked kick whether recovered by the offensive or defensive team shall not score or rate any points.

(b) Carrying the ball across their opponent's goal line rated or scored fifteen points.

(c) For every yard on each play, exclusive of kick, that the ball is carried forward across the scrimmage line, three points shall be awarded (1 point per foot, fraction of a foot not counted). If a fumble occurs and the ball is legally recovered by the team making the "try," play shall continue until the ball is dead, and if any yardage is gained the points will be awarded on the same basis as previously mentioned. A fumble recovered by the defensive team forfeits the opportunity to score any point on this particular play.

(d) Completing a forward pass in the opponent's end zone is scored or rated fifteen points. Completing a forward pass in the field of play shall be scored three points for every yard gained past the line of scrimmage (same as described in "c"). An illegal or incompleting forward pass shall forfeit the opportunity to score any points on this particular play.

(e) If a foul is committed by either



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team during the execution of any plays the penalty as provided in the football rules shall be applied, and yardage so gained by the offensive team shall be rated on the same basis as previously mentioned; except that a foul (other than encroachment on neutral zone) committed by the defensive team on a kick play shall result in the kick being allowed; and any foul, except encroachment on neutral zone, committed by the kicking side, shall forfeit the opportunity to score any points on the particular play.

(f) The yardage gained on each play shall be determined by the officials. The head linesman being responsible for marking the line of scrimmage (5 yd. line) at the start of each of the four plays, and the referee, with the cooperation of the umpire, shall determine the distance advanced by the ball. Yardage after each play to be measured from the 5 yd. line to the forward side or point of the ball when declared dead.

6. The team scoring the highest number of total points in their four executed plays (50 points or less) shall be declared the winner of the tie game and shall have one point added to its game score and this score shall stand as the official score of the game.

The proposed plan as outlined under "Tie Football Games" will eliminate some of the present day objections to football games that remain a tie at the end of the regular playing time. In the past these objections have been primarily the following:

(1) Neither team is satisfied with a tie. This objection would be removed as the game will be decided on the field of play in an overtime play period.

(2) The objection so often shown with statistics after a tie game that one of the teams had gained a greater number of first downs, gained more yardage, etc., would be unnecessary as the two teams' ability to gain yardage would be credited in points and the total number of points thus gained would decide the issue. The game would be actually decided on the merits of offensive and defensive abilities of the two respective teams.

(3) The objection that the sudden interception of a forward pass or a lucky recovery of a fumble was the cause of the tie score would be offset by the four additional plays each team would be allowed in the extra play period, and any team's superiority would be shown by the yardage and total points gained.

(4) The players, themselves, in actual play decide the game as no substitutions are allowed and thus no communication or advice from the coach can be received.

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Recent Developments in Track and Field

By C. D. Werner

Assistant Coach of Track, University of Illinois

SOMEbody once said that a record was only made to be broken. It is amazing how true that statement is in track and field athletics. No matter how fast the time in a dash, how high a vault, or how far a weight has been thrown, newcomers continue to change the record books with startling performances.

Along with this increased efficiency in performance has been growing interest on the part of spectators. Although keen competition and record-breaking feats have helped draw crowds, they are not the main reasons for the steadily increasing manifestation of enthusiasm. The main reason is that track meets are being more intelligently administered. Consideration is being given to spectators. Meets are being run off promptly and without annoying delay.

The future of track and field athletics is more in the hands of those who officiate and manage the meets than in the hands of the coaches or athletes themselves. Track and field, when considered from this standpoint, is as much a business as anything else. A poorly organized and managed bank or bond house is eventually doomed to failure; a championship prize fight feebly promoted is practically sure to be a flop and a detriment to boxing in general.

Let us take an illustration, absurd as it may be. Visualize a crowd of 75,000 gathered for an important football game in one of our huge stadia, anxiously awaiting the opening kick-off at two o'clock. Due to poor administration, however, the spectators are forced to wait until almost three o'clock because the field has not been marked off, goal posts have to be set in and a football has not even been blown up for the occasion. The point is that similar situations have occurred at track meets where one should expect everything tip-top.

Imagine the following (and many, if not all, of these conditions have actually existed at track meets we have seen):

A crowd has assembled in a gymnasium to watch a track meet. Two track teams are present, each team representing a ranking university, and all that has to be done next is have a track meet. Already it is starting time. But—officials have yet to be

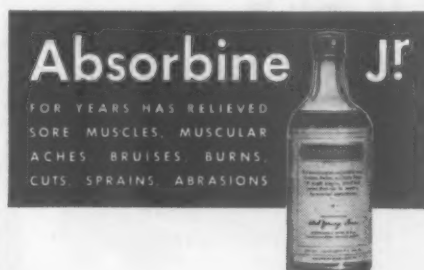
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chosen (with the sole exception of the starter), there are no batons for the relays (probably mislaid), no finish yarn is available (merely a slight oversight), running lanes are not marked off and it isn't quite decided yet in which direction the shot will be thrown. There is no time schedule for events.

Little wonder that spectators should become disgruntled! But thanks to better management, the above situations are becoming fewer and fewer.

One of the changes, or, one might say an addition, to track equipment of late, is the adjustable starting block which is now being used in practically all the country's big meets. Its advantages have been hashed pro and con by many groups, and to make a definite answer as to the merits of the starting device is difficult. Rules committees have not hesitated in allowing the block's use, but committees on records have declined, thus far at least, to sanction record performances made with its aid—if it be an aid to use it.

It is true that, with the use of starting blocks, excellent time has been made in the dashes the past two years, but upon closer investigation it is found that many of these same sprinters have made marks equally as good starting from the old-fashioned holes. Wycoff's 9.4 century at the National Collegiates last June was made from holes. Simpson, Tolan, Bracey and Leland, to mention a few others, have been well under ten flat, starting without the blocks. There is no doubt that they are more convenient and save the time used in digging holes.

An important change in field equipment has been the new telescopic type high jumping standards. Formerly the bar rested on pegs placed in holes in the standards. Now it rests on top with no protection on either side to prevent displacement. The old type standards made hitting or stealing a height comparatively easy, because the bar could only be moved forward or bounced off by a severe impetus. This change has undoubtedly affected many jumpers' heights several inches, but, on the other hand, it causes each jumper practically to clear a height, which is fair for all in the end.

Sliding gauges placed near the high jump, pole vault and broad jump pits keep spectators informed as to the height and distance. Announcing results after completion of each event is appreciated by the crowd, and being sure that all are able to hear each announcement is again being considered in a wise way. Flags placed at five- or ten-foot intervals have helped

onlookers judge the distance of throws in the discus and javelin events. In the shot put, similar markings have proved helpful, and in some meets a return trough for the shot has been used, this feature, however, being mainly one of safety.

One university introduced the use of a huge clock registering seconds. Being placed where all could see it, the time of a race could be watched as the race was run. It proved both successful and popular, and, though seemingly a novelty, many other meets may employ similar clocks for the convenience of spectators.

Better running tracks are being built each year all over the country. More time and work is put in on runways and take-offs for the jumping events. But greatest of all, as far as developments are concerned, has been the attempt to make track meets interesting and enjoyable for those who watch them. If a track meet is to be successful for the greatest number, it *must* have a time schedule that allows for no idle time, and it *must* be *adhered to*. If possible, it is mighty fine to build the time schedule around one outstanding event, the climax of the meet.

In brief, the things which will go far towards making track a more popular sport are these:

1. Have a good time schedule, one which allows ample time, so as not to be too rushing for the athletes, yet not so slow that the idle periods become a bore to the spectators. Keep in mind that the spectators are sitting on hard bleachers, and that levity under such conditions is golden.

2. Make a spectacle or show of the meet. Have color and drama wherever possible. Unusual openings, some outstanding athlete or event as a climax and a good announcer are the ways of making it a show.

3. Keep the field clear, so that people who pay to see the meet actually can see it. Too often athletes and officials gather around events or at finishes to such an extent that it is impossible for the spectators to see.

4. Keep the crowd informed as to (a) what the next event is to be, who is competing in it, how many laps and where it will finish; (b) what the best marks are so far in the field events—heights of bars, etc.; (c) the score after each event. Do not allow your announcer to delay in giving the results of an event—let him give it direct from the finish even if he makes an error. It is always better to make a correction than to delay beyond the point of interest.


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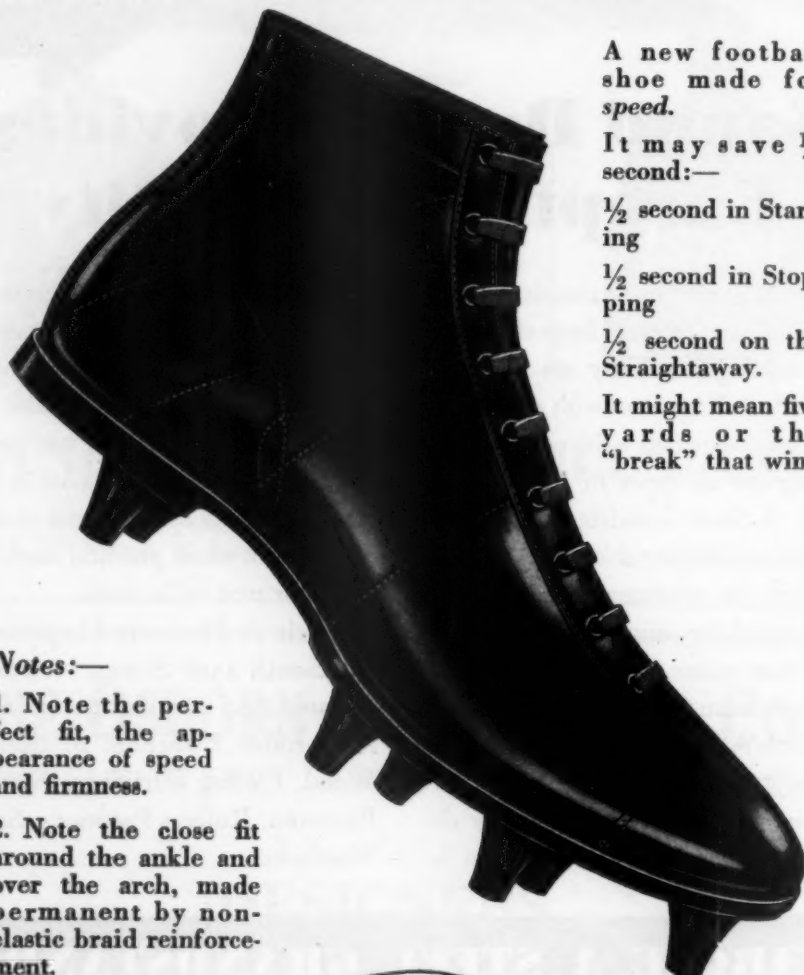


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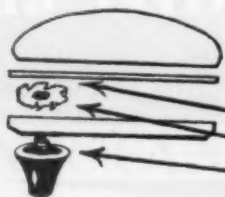
3. Note the heel counter—well moulded to the heel, preventing slipping and friction.

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6. Note wide-placed cleats for side leverage.

7. Many, many other points in the Broad-side. →



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